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ABSTRACT

The course in basic Pashto consists of seven units, each containing five lessons. Lesson topics include informatioh about the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. The teacher's manual, designed to accompany a textbook and other related materials, provides notes on teaching each lesson and specific lesson elements. At the end of each unit, suggestions and answer keys for either a quiz or a two-week test are given. (MSE)

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Pashto

Basic Course

Teachers' Manual

Units 1 - 7

NOVEMBER, 1986

DEFENSE LANGUAGE INSTITUTE
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Preface

This Teachers' Manual is one of five modules which comprise the Pashto Basic Course, Units 1 - 7. Other modules are the Textbook (with accompanying tapes), Workbook (with accompanying tapes), Laboratory Manual, and Writing Manual.

This Manual accompanies the Textbook. It provides both general notes on teaching the lesson, and notes on teaching specific lesson elements.

At the end of each Unit, suggestions and answer keys for a quiz (after Units 1, 3, 5 and 7) or a two-weeks' test (after Units 2, 4, and 6) are given, with quiz or test sheets included in such a way that they can easily be photo-copied. Related taped material for the quizzes and tests is recorded on the Textbook tapes following Lesson 5 of each Unit.

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awala hafta: muqadima

Unit 1: Introduction

awal dars: paxtāna tsok di?

Lesson 1: Who are the Pashtuns?

Lesson Overview

The purposes of this lesson are to introduce students to Afghanistan, the Pashtuns, and Pashto; to explain the various parts of these Pashto materials to them; and to get them started with Pashto pronunciation and the transcription system which is used in these materials, via the names of the provinces and some cities of Afghanistan, and via some basic phrases in Pashto.

The Pashto vowels are sufficiently similar to English vowels that they should not constitute any great problem. Depending on the dialect of English they speak, some students might have difficulty distinguishing between **a**, **ə** and **ā**. **ə** will sound a little strange to them in some contexts - particularly before **y**, as in **kəy**.

Teaching the Lesson

You will need a large political map of the area including Afghanistan and the countries which border it.

Scheduling: The first hour of class should be spent on arriving at names, talking about Afghanistan, the Pashtuns, and Pashto, and playing the tape presentation. The second hour of class should be devoted to introducing the transcription system, specifically all the Pashto vowels and the Pashto consonants similar to English. The third hour should be devoted to practicing reading and writing with the system, via names of some Pashtun towns and villages. The lab lesson introduces the structure of these materials, and gives students practice with the letters of the transcription system learned in the first part of the lesson. The fifth and sixth hours should be spent on the useful phrases.

Preparatory

Welcome students to class and to the study of Pashto. Explain that in this first lesson, they will be learning who the Pashtuns are and where they live.

Notes on Teaching Specific Lesson Elements

Teachers' and students' names (p. 2 in Textbook)

As a way of introducing yourself and the students to one another, explain that in Pashto class you all should address one another appropriately in Pashtun fashion.

First, write your first and last names on the board, and pronounce them for the students. Then, write your first name with the title **khān**, e.g. **Bedār khān**; pronounce it. Then write your last name with the title **sāyəb**, e.g. **Ahmadzai sāyəb**; pronounce it. Explain to students that they are to call you by your last name and **sāyəb**. Go through the same procedure with the names of other teachers who will be teaching Pashto.

Have students introduce themselves by name. Then ask the class as a whole to decide whether they want to be called by their first names, their last names, or by Pashtun names of their choice, and if they want to use Pashtun titles.

If they choose to be called by their first names with titles, write the title **khān** on the board, then the names of the students followed by **khān**. Point to each student, and have the others say his or her name plus the title. Explain that the title **khān** is the same as in Ghengiz Khan, Ali Khan, and others.

If students choose to be called by their last names with titles, write the title **sāyəb** on the board, then the last names of the students followed by **sāyəb**. Point to each student, and have the other say his or her name plus the title. Explain that the title **sāyəb** is the same as the Indian sahib.

If they choose to be called by Pashtun first names, suggest some of the following (which contain one or more non-English sounds):

Men	Women
awdəl	**ghuţəy**
zmarək	**natkəy**
akhtar	**xāperəy**
khushal	**pekəy**
tsunqay	
ghamay	

Practice the name each student has chosen for him/herself. Do up a seating chart with the names (large enough to be seen from student seats) for everyone to refer to until the names are memorized.

Facts about Pashto (p. 3)
Pronounce "Pashto" several times for students; explain that Pashtuns who speak the central/eastern dialect pronounce it **paxto**, but that English-speakers usually say "Pashto". Also explain that the word is spelled many different ways, especially in older books on the language, e.g. "Pakhto," "Pukhto," "Pushtu," and so on.

Explain that the Pashtuns are ethnically the same as the people called Pathans.

Show students the large map of the region, and point out Afghanistan and Pakistan. Show where Iran, the USSR, and Pakistan border Afghanistan. Indicate the region where Pashto is spoken, and explain how it is partly in Afghanistan, partly in Pakistan. Briefly show students the areas where Dari is spoken, and show how that area borders on Iran; explain that Dari is the same language as Farsi. Also show students the areas in Afghanistan where Üzbek and Turkmen are spoken, and show how the area borders on the USSR. Explain that there are Üzbek- and Turkmen- speaking people in the USSR in the areas bordering Afghanistan.

On the large map show the rough boundaries between the central/eastern dialect and western dialect of Pashto. Show students where you are from, and tell them which dialect of Pashto you speak. Explain, if necessary, that you will sound different from the transcription system.

Explain to students that they will be learning Pashto in transcription, i.e., in an alphabet which shows them how the language is pronounced. In two weeks, they will start learning the Arabic-based Pashto alphabet. Point out that the Arabic-based Pashto alphabet is the same as the alphabets used to write Arabic, Persian, Urdu and other languages taught at DLI. Tell students that they will be learning about the alphabet in due course, but that for the moment they should know that it is written from right to left, and that it does not usually represent the vowels.

The Pashto **landay** translates as:

I thought myself a King in imagination
But when I raised my head I found myself to be the poor man
that I am.

Tape presentation (p. 4)
Play the tape presentation as many times as students request.

Further discussion

Ask students what they know or have heard about Afghanistan. Let them swap information.

Have students discuss what they hope to achieve in their 47 weeks of Pashto study and what use they hope to put their Pashto to when they have finished the course.

The Transcription system: Pashto consonant sounds (p. 5)

Pronounce the example words for each letter, and show how the consonant is similar to the parallel consonant in English. Caution students that, if there is an unfamiliar sound in a word, that sound can make the others sound strange as well. (Call the letters the same names as they have in English.)

Pashto vowel sounds (p. 6)

Establish the following names for the vowel letters: call **a**, **e**, **i**, **o**, and **u** by their English names. Call **ɪ** and **ʊ** by the sounds they represent. Call **ā** "long **a**." Call **ə** "schwa." It is important that students get accustomed to calling the letters by consistent names; otherwise, a great deal of time will be wasted throughout the course.

Tape exercise 1 (p. 6)

Play the tape, and have students underline the required syllables in their textbooks. After the first syllable, stop the tape and make sure students understand what is required of them. Allow the exercise to proceed for three or four syllables, then stop the tape, and have students check their answers. If there are no problems, allow the exercise to continue, stopping the tape after each set of ten syllables to check answers. If there are problems with any of the syllables, replay that section of the exercise. The consonants (except **k**) used in the exercise have been chosen because they are likely to cause problems of one sort or another. Students will, for example, confuse **g** with **j** for a while, because both are used in English to represent the **j** sound. The **ts**, **dz** and **ɪ** might make the vowels sound a little strange to students, as **ts** and **dz** do not occur at the beginnings of words in English, and the Pashto **ɪ** is a little different from English **l**.

Answers to the exercise are as follows:
1. **ku**; 2. **kā**; 3. **ki**; 4. **ko**; 5. **ka**; 6. **ku**; 7. **kɪ**; 8. **kə**; 9. **ke**; 10. **kə**; 11. **go**; 12. **gə**; 13. **ga**; 14. **gi**; 15. **ge**; 16. **gā**; 17. **gu**; 18. **gɪ**; 19. **gə**; 20. **gu**; 21. **tso**; 22. **tsi**; 23. **tse**; 24. **tsu**; 25. **tsā**; 26. **tsə**; 27. **tsɪ**; 28. **tsu**; 29. **tsa**; 30. **tsə**; 31. **lā**; 32. **lɪ**; 33. **lə**; 34. **lo**; 35. **la**; 36. **li**; 37. **la**; 38. **lu**; 39. **lu**; 40. **lə**; 41. **dzə**; 42. **dza**; 43. **dzi**; 44. **dzu**; 45. **dzā**; 46. **dzu**; 47. **dze**; 48. **dzɪ**; 49. **dzo**; 50. **dzə**.

Tape exercise 2. (p. 7)
Stop the tape after the first two or three dictated syllables to be sure that students understand what they are supposed to do, and to discuss their answers. If all is well, play the exercise through; then have students discuss their answers.
Answers to the exercise are as follows:
1. **kā**; 2. **kə**; 3. **ko**; 4. **ku**; 5. **ki**; 6. **ka**; 7. **ku**; 8. **kɪ**; 9. **kə**; 10. **ko**; 11. **ka**; 12. **kā**; 13. **ki**; 14. **ke**; 15. **kə**; 16. **ku**; 17. **ka**; 18. **kə**; 19. **ku**; 20. **kā**.

Exercise 3. (p. 8)
Have individual students read the syllables across the page. Have other students comment; correct as necessary.

Useful phrases in Pashto (p. 9)
Read through the phrases with students, and make sure they understand what the phrases mean. Answer any questions students might have about the phrases, but do not translate the phrases word for word for them. Explain that they are to learn the phrases as wholes, and that they will learn the internal structure of the phrases later.

Note that the phrases in this section contain only sounds which are similar to English sounds. Students should have very little trouble pronouncing these phrases in such a way that they can easily be understood.

Send students to the blackboard. Dictate the phrases to them, and make corrections as they occur. (A useful technique in making such corrections in transcription is to pronounce what the student has written, then to contrast that with the pronunciation of what he is trying to write, e.g.

Teacher: **sayi da.**
Student writes: **si da.**
Teacher: [pronounces] **si da.**
Teacher: **sayi da.**)

Practice the phrases **tsənga ye spɪl kawe?** and **lutfan ye pə angrezi wəwāya.** Then conduct the following "conversations" with individual students:

Teacher: **nə puyegəm. tsənga ye spɪl kawe?**
Student: **n - ə p - u - y - e - g - ə - m.**
Teacher: **sayi da. lutfan ye pə angrezi wəwāya.**
Student: "I don't understand."
Teacher: **sayi da,** etc.

Practice the phrase **po swe?** with students. Then conduct the following "conversations" with individual students:

Teacher: (says a phrase in Pashto that students don't know yet)
Teacher: **po swe?**
Student: **na. lutfan ye pə angrezi wəwāya.**
or
Teacher: (says one of the phrases that students have learned)
Teacher: **po swe?**
Student: **wo.**

awala hafta: muqadima

Unit 1: Introduction

doyama dars: paxtāna chera zwand kawi?

Lesson 2: Where do the Pashtuns live?

Lesson Overview

In this lesson, work is continued on the transcription system, focusing on the consonants **kh**, **gh**, **q**, **x** and **r**. These sounds do not exist in English, and therefore will be difficult for students to recognize and pronounce. **x** and **kh**, in particular, will be hard for them to distinguish from each other.

Work is continued on the phrases learned in Lesson 1, and new phrases are added which include the new sounds.

Students are also introduced to the provinces of Afghanistan and given the names of the Pashtun-majority provinces

The production of unfamiliar sounds can be taught in two ways: either through imitation of the native speaker, with hit-and-miss attempts until a recognizable sound is produced, or through phonetic analysis, in which the student is told (or shown with diagrams) the position of the tongue, teeth, mouth and vocal cords in production of the sound, and then told to do likewise.

In the case of students who have not had previous training in phonetics, the first approach is usually more efficient, especially in cases where there are relatively few unfamiliar sounds to learn, as with Pashto. The presentation of **kh**, **gh**, **q**, **x** and **r** in this lesson is based on the imitation approach.

If you choose to teach the sounds via a phonetic analysis approach, however, necessary information on the segments is given below:

kh: a voiceless back velar fricative, similar to the German back velar fricative in Bach or ach. This sound exists in Dari.

x: a voiceless palatal fricative, similar to the German fricative in ich. This sound does not exist in Dari.

gh: a voiced velar fricative. This sound exists in Dari.

q: a voiceless back velar or uvular stop. Some of the students might be helped in producing this sound by your telling that it is the sound used by Americans to imitate liquid pouring out of a bottle. This sound exists in Dari.

r: a voiced alveolar flap, identical to the British r as in very, and to American English dd or tt as in ladder, little, later, etc.

Teaching the Lesson

Scheduling: Start the lesson with the discussion of the National Geographic article, mentioned below, and the review. The presentation of **kh, gh, q, x** and **r** should take two full class hours, if not more, including discussion on the Pashtun-majority provinces.

The Laboratory lesson gives students practice in using the transcription system to write words they have not previously learned.

Work on the additional useful phrases should take two hours.

Preparatory

In the Workbook activities for Lesson 1, it was suggested that students read the article "Afghanistan: Crossroad of Conquerors" in the January, 1968 issue of National Geographic. Ask students if they have any questions about the article, and briefly discuss the different ethnic groups mentioned in the article. Be sure students understand that only the Pashtuns are native speakers of Pashto.

Review (p. 10 of the Textbook)

Quickly go over the phrases, checking to see if students remember the phrases and their meanings. A useful procedure to follow in refreshing students' memories is to set up contexts and ask students what they would say, e.g.,

Teacher: I say to you, **sayi da**. What have you just done?
Student: I have just said something correct.
Teacher: **sayi da!**

or:

Teacher: I have just given you a new word, and you're not sure about the pronunciation. What would you say?
Student: **tsənga ye spIl kawə?**
Teacher: **sayi da.** What else could you say?
Student: **nə puyegəm.**
Teacher: **sayi da.**

or:

Teacher: I have just said something, and you want me to say it in English. What do you say?
Student: **lutfan ye tərjume kə.**
Teacher: **sayi da.** What else could you have said?
Student: **lutfan ye pə angrezi wəwāya.**
Teacher: **sayi da,** etc.

The Transcription System (continued) (p. 11)

Play the tape presentation for each letter as many times as students request. Stop the tape after each letter presentation, and allow the students to practice producing the sound. Probably the most efficient way for students to learn a particular sound is to experiment, trying as hard as they can to mimic the tape or you. When students happen to pronounce a sound so you can recognize it, tell them so; then get them to repeat whatever they thought they did to make the sound.

Tape exercises 1 - 4 (p. 12)

The tape exercises will probably be difficult for students. Play them as many times as students request. If there is concern for the meanings of the words, tell students that the words are taught in lessons in the next two or three units, at which time their meanings will be given and students will be expected to learn them. For now, students have to be concerned only with pronunciation.

After students have listened to each tape exercise, write the words on the board and have students pronounce them.

Answers to the tape exercises are as follows:

Tape exercise 1

1. **kār** 2. **gāri** 3. **karz** 4. **kalā** 5. **galāt** 6. **gār** 7. **taragi** 8. **barg** 9. **kor** 10. **qyāmat.**

Tape exercise 2

1. **ghor** 2. **gora** 3. **gwal** 4. **puyegam.** 5. **gora** 6. **tsanga** 7. **gholawal** 8. **jag** 9. **angrezi** 10. **ghora**

Tape exercise 3

1. **xa** 2. **khapa** 3. **wakht** 4. **xāysta** 5. **hasan** 6. **xa** 7. **wabaxay** 8. **khlas** 9. **paxto** 10. **khān**

Tape exercise 4

1. **sara** 2. **dāl** 3. **xoredal** 4. **rāse** 5. **stargo** 6. **chera** 7. **daqiqa** 8. **bade** 9. **rāghay** 10. **war**

Tape exercise 5 (p. 13)

Point out the locations of the Pashtun-majority provinces on the large map. Pronounce each province name for the students, and have them repeat after you. The name **kunaṛ** has a sound in it (the ṛ) which students will not learn until Lesson 3.

Explain that the province name Ningrahār is a written form; it is almost always pronounced **ningrār.**

More Useful Phrases in Pashto (p. 14)
Go through the phrases with students, being sure they understand what the phrases mean. Again, do not explain what each individual word in the phrase means, but teach the phrase as a whole. Students might notice such things as the word **na** meaning "not" or "don't"; if they do, praise them for their perceptiveness, and tell them that they are starting to figure out Pashto grammar for themselves.

Explain to students that they should say **wəbaxa** in the same contexts as they would say "Excuse me."

Show students the "range" of the phrases **ham dəlta da** and **ham əlta da**: **dəlta** refers to someone within two or three feet of the speaker; **əlta** refers to someone across the room.

Tape presentation, More Useful Phrases in Pashto (p. 14)
The tape presentation practices pronunciation of the phrases. Play it as many times as students request. If students have difficulty hearing or pronouncing one or the other of the words or phrases, stop the tape and work on the trouble spot until students are comfortable with it.
In the tape presentation, the Pashto speaker uses the English name Sam (a character in dialogues in later units) in the phrase **sam chera da?**

Further work with the Useful Phrases
Send students to the blackboard. Dictate the new phrases to them, and make corrections as they occur.

Ask students where various people are, and have them give real answers.
Ask about the students themselves, e.g.,
Teacher: (to student A) Student B **chera da?**
Student A: **ham dəlta da.**
and about people known to everyone:
Teacher: (to student B) Ronald Reagan **chera da?**
Student B: **dəlta nəsta.**
and so on.

Say various sentences to students in Pashto, and have them respond with an appropriate phrase; respond to whatever they ask you to do, e.g.,
Teacher: **arkəla rāse.**
Student: **lutfan wro wro ghagega.**
Teacher: **ar - kə - la rā - se.**
Student: **tsənga ye spɪl kawe?**

Teacher: **a-r-k-ə-l-a r-ā-s-e.**
Student: **lutfan ye pə angrezi wəwāya.**
Teacher: "Welcome."
Student: **teshekur.**

As the lesson progresses, encourage students to use the Pashto phrases they know. If, for example, a student asks in English if it is time for break, ask him (in Pashto) to say it in Pashto. And if a student on his own uses a Pashto phrase, praise him.

End the lesson by briefly reviewing all the phrases taught in Lessons 1 and 2.

awala hafta: muqadima

Unit 1: Introduction

dreyam dars: pa sinf ke

Lesson 3: In the Classroom

Lesson Overview

In this lesson, the retroflex consonants ɽ, ɖ, ʈ, and ɳ are introduced, completing the presentation of the transcription system. Students will probably find the retroflexes either baffling or funny.

In the second part of the lesson, phrases of use in classroom situations are presented.

As was mentioned in the Overview to Lesson 2, the teaching of unfamiliar sounds can be approached either through imitation or through phonetics. The segments k, gh, q, x, and r were presented in Lesson 2 via the imitation approach; the retroflexes are presented in this lesson via the phonetic approach, mainly because students will have no idea how to imitate a retroflex without some explanation.

In general, retroflex consonants are pronounced by curling the tongue so that the tip touches the roof of the mouth farther back than for non-retroflex consonants. In the notes on the presentation of the various retroflex consonants, more detailed information is given. None of the retroflexes exist in Dari or any of the European languages. Phonetic descriptions are as follows:

ʈ: a voiceless retroflex stop.

ɖ: a voiced retroflex stop.

ɳ: a (voiced) retroflex nasal.

ɽ: a voiced retroflex flap.

Teaching the Lesson

You will need a large map of the Afghanistan/Pakistan region.

Scheduling: Discussion of the National Geographic article mentioned below should take a half hour. Review of the useful phrases will complete the first hour of the lesson. The second and third hours should be spent on the retroflexes.

The Laboratory lesson reviews the useful phrases and gives students practice in dictation.

The last two hours of the lesson should be devoted to presentation of the classroom phrases.

Preparatory

In the Workbook activities for Lesson 2, it was suggested that students read the article "Along Afghanistan's War-torn Frontier," in the June, 1985 issue of *National Geographic*. Answer any questions students might have about points mentioned in the article, and show them the relevant border areas between Afghanistan and Pakistan on the large map.

Notes on Teaching Specific Lesson Elements

Review (p. 15)

Quickly go over the phrases, checking to see if students remember the phrases and their meanings. Again, set up contexts and ask students for the appropriate Pashto response.

Tape exercises 1 and 2. (p. ??)

These exercises provide practice in distinguishing between the retroflex and non-retroflex consonants. Tape exercise 1 should not be difficult for students. Tape exercise 2 might be difficult; play it as many times as students request or require.

Phrases for Classroom Use (p. 16)

Go through the phrases with students, making sure they understand what the phrases mean. Again, do not teach the meanings of the individual words, but treat the phrases as a whole. If students guess the meanings of individual words, compliment them. If they guess incorrectly, correct them but do not go into explanations.

Explain that the commands are commands to one person only.

The phrases **talafuz de sayi ka** and **giramar sayi ka** will be of use in later lessons, as students start to construct their own sentences in Pashto. When a student mispronounces or misconstructs a word or phrase to the extent that he needs to correct himself, it is often more effective to ask him to correct his pronunciation or grammar (which requires that he identify his own mistakes and correct them) than to supply him with the correct form and have him imitate you.

Tape presentation, Phrases for Classroom Use (p. 18)
The tape presentation practices pronunciation of the phrases. Play it as many times as students request. If students have difficulty hearing or pronouncing one or the other of the words or phrases, stop the tape and work on the trouble spot until students are comfortable with it.

Further work with the Phrases for Classroom Use
Have students respond with the appropriate action as you say one of the following. (You can include other commands if your classroom situation allows for them to be carried out.)

kitāb de khlās ka.
kitāb de wataṛa.
karār sa.
kana.
wadarega.
lās de jag ka.

Divide students into pairs; have one of them give the commands above and the other one carry them out. Then have students switch roles.

Play a modified version of "Simon Says." Give a rapid series of commands (ones that can easily be carried out). Students carry out those commands which include **lutfan;** they do not carry out those commands which do not include **lutfan,** e.g.,

Teacher: **lās de lutfan jag ka.**
Students: (raise hands)
Teacher: **lās de jag ka.**
Students: (don't raise hands)
etc.

Divide students into pairs or small groups, or let the group work as a whole. Have them work up a skit (it can be silly) describing a classroom in which everything goes wrong, e.g., the teacher gives commands and the students wilfully misunderstand all of them except **tafri waka,** or other nonsense.

awala hafta: muqadima

Unit 1: Introduction

tsaloram dars: pə sinf ke

Lesson 4: In the Classroom

Lesson Overview

In this lesson, the transcription system is reviewed, via an exercise involving the question **dā tsə shay da?** and answers. This question also gives students the wherewithal to elicit new vocabulary items.

The transcription system is also reviewed in the exercise teaching the major towns and cities in Afghanistan.

Additional classroom phrases with **ka/kəy** are taught, in singular and plural forms of commands.

Teaching the Lesson

You will need the large map of Afghanistan and Pakistan for this lesson.

Scheduling: The first hour of the lesson should start with a quick review of the useful phrases and a refresher as to which provinces are for the most part Pashto-speaking and where the major dialects are spoken. Then the location of cities in Afghanistan should be pointed out on the large map, and the city names should be taught.

The second hour should be devoted to reviewing the transcription system.

The third hour should be devoted to the questions **dā tsə shay da?** and **tsənga ye spil kawe?** and the teaching of names of classroom objects.

The lab lesson reviews the difficult sounds and provides students with more review of the transcription system via dictation exercises.

The last two hours of the lesson should be devoted to the commands with **ka/kəy**.

Teaching Specific Lesson Elements

<u>Review (p. 20)</u>

Go quickly over the classroom phrases, refreshing students' memory as to what they mean.

Using the big map, review the Pashtun-majority provinces, as well as the areas in which the Kandahār and Ningrār dialects are spoken. Point out that, as in any area with different dialects, the dialect areas shade into one another. Also point out that, if a Kandahār dialect speaker moves into a Ningrahār dialect area, he of course continues to speak his own dialect.

Transcription System (reviewed) Cities of Afghanistan (p. ??)
Point out the location of each city on the large map, briefly explaining its geographical position and importance. Explain the importance to the resistance movement of Peshawar and Quetta. Compare the transcription spellings and the spellings on other maps.

Tape exercise 1. (p. 21)
Play the exercise as many times as students request.

Tape exercise 2. (p. 22)
Play the tape exercise through. Have students write the city names in their Textbooks without looking at the list given under the map. At the end of the exercise, check student answers with the list for accuracy of transcription. If any of the names present problems, write them on the board in transcription, and practice their pronunciation.

Tape exercise 3. (p. 22)
Play the tape exercise through. Have students check their answers with the list of provinces given in the **tikrār** section of their textbooks. If any of the province names has been written incorrectly, write its transcription on the board, and go over its pronunciation.

dā tsa shay da? (p. 23)
Go over the new vocabulary with students, checking that they understand the words and can pronounce them. Explain that **shāgard** is the Dari word for student, and that **zda kawunkay** and **zda kawunke** are the Pashto words. All three are given here because Pashtuns often use **shāgard** rather than the other two.

Students will probably notice that there isn't a word corresponding to the English article "a."

Tape exercise 4. (p. 23)
Play the exercise as many times as students request, having them read along in their Textbook as they repeat the words. If there are any problems with the pronunciation of a word, stop the tape, write the word on the blackboard, and practice it.

Tape exercise 5. (p. 25)
Play the exercise as many times as students request. Stop the tape after each set of questions and answers (each question/answer is said twice), and wait until all students have pointed to the appropriate object. Then continue playing the tape.

Further work with **dā tsə shay da?**
Put the brief conversation below on the blackboard:

Student: **dā tsə shay da?**
Teacher: _____ **da.**
Student: **tsənge ye spɪl kawe?**
Teacher: (spells word)
Student: **teshakur.**

Have students point to objects in your classroom which they don't know the Pashto words for , and ask you what the Pashto words are via the conversation. Spell each for them. After the class has arrived at a list of useful objects particular to the classroom situation (keep the list to ten or so words), have students write these words in their Textbooks in the spaces on p. 23, and practice the pronunciation.

More Commands for Classroom Use (p. 24)
Students should have no difficulty understanding the difference between the singular and plural commands. Ask them to summarize the difference: they should be able to state that commands to one person end in **ka**; commands to more than one person end in **kay**.

If students are curious, explain that **ka/kəy** translates roughly as "make": the sentences translate literally as "make the book open," "make the blinds closed," etc.

To help students learn the meanings of these new commands, have individual students carry them out, e.g.,

Teacher (to Bob): **dərwāza pore ka.**
Bob: (closes the door)
Teacher (to Gary): **barq gwəl ka.**
Gary: (turns off the lights)
etc.

If the classroom situation permits, divide students into pairs, and have them carry out the exercise given above with each other.

Plurals of commands already learned (p. 25)
Students probably did not notice before that all the commands they have learned end in **a**. They should notice immediately that in all cases, commands to one person end in **a**, and commands to more than one end in **əy**. If students ask, explain that **sa** roughly translates as "become," and that the words **kena, wədarega, wawāya, wədarawa** and **wataṛa** are parallel to the English verbs "sit," "stand," "say," "stop," and "close," respectively. Also tell them that commands will be dealt with in more detail in Unit 4.

If students question the other differences in the singular and plural commands besides the **a/əy** alternation, explain that these other differences involve references to one book or more than one book; one hand or more than one hand, and so forth. Point out that it doesn't make sense in either language to ask everyone in a group to open one book.

Tape presentation on commands already learned (p. 25)
Before you start the tape presentation, choose a way for students to indicate whether the command they hear is to one or more than one person. (You can write "one" and "more than one" at opposite ends of the blackboard and have students point to one or the other; or you can simply have student say "one" or "more than one" individually or in groups.
If it seems necessary, play the tape presentation and have all students respond as a group. Then replay it, having first one student respond, then another, etc.

Further work on classroom commands
Choose one student to sit apart from the rest. Then, looking neither at the single student or the group, give either a singular or a plural command from the list below (these are the commands that students can carry out without leaving their seats). The single student should carry out the singular commands, the group should carry out the plural commands.
kena./kenəy.
wədarega./wədaregəy.
kitāb de wataṛa./ kitābuna mo wataṛəy.
lās de jəg ka./lāsuno mo jəg kəy.
kitāb de khlās ka./kitābuna mo khlās kəy.

awala hafta: muqadima

Unit 1: Introduction

pindzam dars: tikrār

Lesson 5: Review

Lesson Overview

In this lesson, the material presented in the previous four lessons is reviewed. The more difficult aspects of Pashto pronunciation--the non-English sounds--are reviewed via comprehension and production exercises.

Teaching the Lesson

You will need a large political map of the area including Afghanistan and the countries which border it. It would also be helpful to have other maps of Afghanistan (with Roman-alphabet labels) to compare the spelling of province and city names from source to source.

Notes on Teaching Specific Lesson Elements

Review questions on Afghanistan and Pashto (p. 27)

Go through these questions with students, allowing discussion. Students might still be a little confused about dialects; be sure they understand what dialect(s) you, their teachers, speak, and what the relationship is between your dialects and the dialect represented by the transcription system. If necessary, compare the students' difficulty in dealing with different dialects of Pashto with your own experiences in dealing with different dialects of spoken English.

Review questions on the pronunciation of Pashto (p. 27)

It will help students to realize that the number of sounds in Pashto is not terribly different from the number of English sounds. Be sure they understand that sometimes the transcription system uses two letters to represent one sound, e.g. **kh, gh, dz, ts,** etc. Also be sure students understand that the transcription system is consistent: a letter or combination of letters represents one and only one sound.

Unit 1, Lesson 5

The dialect represented by the transcription system has thirty-eight sounds: nine vowels (a, ā, e, i, ɪ, o, u, ʊ, and ə), and twenty-nine consonants (b, ch, d, ḍ, dz, f, g, gh, h, j, k, kh, l, m, n, ṇ, p, q, r, ṛ, s, sh, t, ṭ, ts, w, x, y and z). Sounds which don't exist in English are ḍ, gh, kh, ṇ, q, r, ṛ, ṭ and x. (Students might quibble about whether Pashto r exists in English; technically, it does, but as a variant of t̲ and d̲.) The retroflex sounds are ṭ, ḍ, ṛ, and ṇ; they are called retroflexes because they are formed by curling the tongue towards the back of the mouth.

Exercise 1 (p. 28)

Spell the following words for the students to write in their Textbooks, then ask them to try to pronounce the words.

1. z-o-y
2. l-u-r
3. d-w-a
4. t-ə
5. x-ā-r
6. k-h-w-ā-r
7. z-d-a
8. s-h-p-o-n
9. d-z-ā-y
10. z-o-ṛ
11. y-ə-m
12. s-h-p-a-g
13. d-z-u
14. y-a-w
15. w-ə
16. k-h-o
17. m-ə-ṛ
18. l-a-ṭ
19. t-s-ə
20. k-h-ā-n
21. d-z-ā-n
22. d-a-y
23. m-a-s-t
24. b-a-d
25. z-ə-y
26. j-ə-g
27. m-ṛ-e
28. n-ā-s-t
29. j-o-ṛ
30. b-y-ā

Exercise 2 (p. 29)

You might want to do this exercise as part of the review of Afghanistan and Pashto.

Have students label the provinces on the blank map in their Textbooks. Then ask students for spellings of the province names they might have run across in articles on Afghanistan, or on other maps. Compare the spellings with the transcription system spellings, and discuss the differences. Students should be able by now to recognize that many spellings are attempts on the part of non-Pashto and non-Dari speakers to render Pashto and Dari names in the English (or French or German) spelling system.

Here are province name spellings from Louis Dupree's Afghanistan:

Farah	Hilmand	Qandahar	Wuruzgān	Zabul	Ghazni
Paktya	Kabul	Wardag	Ningrahar	Kunar	Laghman
Kapisa	Kunduz	Balkh	Logar	Kunar	

Exercise 3 (p. 31)

You might want to do this exercise as part of the review of Afghanistan and Pashto.

Have students label the cities on the map in their Textbooks. Then ask students for spellings of the city names they might have run across in articles or on other maps. Compare the spellings with the transcription system spellings, and discuss the differences.

Here are some city-name spellings from Dupree's Afghanistan:

Farah	Qandahar	Ghazni	Gardez	Jalalabad	Kabul
Charikar	Mazar-i-Sharif		Maimana	Herat	Kunduz
Peshawar					

And from the National Geographic:

Farah	Kandahar	Ghazni	Gardez	Jalalabad	Kabul
Charikar	Khanabad	Kunduz	Mazar-i-Sharif		Baghlan
Khost	Maimana	Herat	Quetta	Peshawar	

Suggestions for giving Quiz

Give students quiz sheets. Dictate the words for Part 1 to them, repeating each word two or three times. Then have students complete Parts 2, 3, and 4. As they are doing these, call individual students to another classroom for Part 5.

If another classroom is not available, do Part 5 before you have given out the quiz sheets. Then hand out the quiz sheets, do Part 1, then have students do Parts 2, 3, and 4.

In grading the quizzes:
Part 1: give student two points for each correctly-spelled word. Take off one or two points for each error.

Parts 2 and 3: give student two points for each correctly spelled, correctly identified province or city. Take off a point each for mispelling or mis-location.

Part 4: give student 5 points for each appropriate, correctly-spelled answer. Take off 5 points for an inappropriate response; fewer points for mis-spellings.

Part 5: give student 5 points for each appropriate action. Give extra points if student uses phrases to slow you down, get you to repeat, etc., appropriately.

Part 1. Dictation list:

1. **rādza**
2. **stəṛay**
3. **rāghle**
4. **bar**
5. **qarz**
6. **maṇa**
7. **wəlwanəy**
8. **tsənga**
9. **pox**
10. **khwdāy**
11. **yāstəy**
12. **rāse**
13. **merabāni**
14. **laʃawəl**
15. **ghar**
16. **kaṛe**
17. **khapa**

Part 5. Following Directions

Teacher gives a set of five directions (sets are given below) to each student in turn. Student carries out the directions. (Students may use the Pashto phrases they know to ask the teacher to repeat, speak more slowly, etc., but not of course to translate into English.)

Set 1
wədarega.
dərwāza wāza ka.
kitāb de khlās ka.
barq gwəl ka.
kena.

Set 2
parda porta ka.
kitāb de wətāra.
kena.
lās de jəg ka.
kitāb de khlās ka.

Set 3
dərwāza pore ka.
kəṛkəy wāza ka.
parda porta ka.
barq raṇa ka.
kena.

Set 4
wədarega.
dərwāza wāza ka.
kərkəy pore ka.
kitāb de wətaṛa.
lās de jəg ka.

Set 5
ţep chālāna ka.
parda xkata ka.
kitāb de khlās ka.
ţep wədarawa.
kena.

Set 6
dərwāza pore ka.
kəṛkəy wāza ka.
parda porta ka.
kena.
lās de jəg ka.

Set 7
wədarega.
kena.
lās de jəg ka.
dərwāza wāza ka.
kitābcha de khlās ka.

Set 8
lās de jəg ka.
wədarega.
dərwāza pore ka.
parda xkata ka.
kəṛkəy wāza ka.

Unit 1, Lesson 5

Pashto **Name**_____

Unit 1 **Date** _____

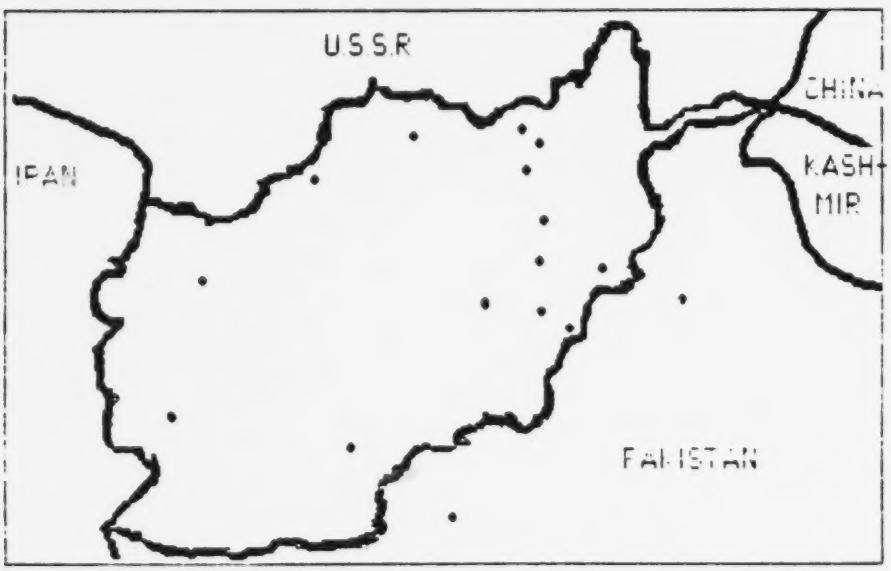
Part 1. Write the words as your teacher dictates them: (34 points)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

33

Part 2. Write, in transcription, the names of the Pashtun-majority provinces in the appropriate places on the map below. (34 points)

Part 3. Write, in transcription, the name of the city represented by each of the dots on the map below (32 points)



Part 4. Write, in transcription, an appropriate Pashto response in each of the following situations: (25 points)

a. You have just bumped into a couple of teachers at the coffee wagon.

_____

b. Someone has said something to you, and he said it too fast for you to understand.

_____

c. You want to know if it's time to start class yet.

_____

d. You want the class to sit down.

_____

e. You can't see the blackboard because there is too much glare from the windows.

_____

Part 5. Following Directions. (25 points) Follow the instructions your teacher gives you.

doyəma hafta: roghbaṛ

Unit 2: Greetings

awal dars: de nārina wo roghbaṛ

Lesson 1: Greetings Among Men

Lesson overview:

The purpose of this lesson is to teach students to carry on correct greetings with Pashtun men. Students will be introduced to differences in word order between Pashto and English, and will learn to form questions with the verb form ye and adjectives, e.g., **joṛ ye?** "Are you healthy?"

Students will find several aspects of the lesson quite difficult. They will not be accustomed to greetings of such length; it will be necessary to convince them that lengthy greetings are appropriate in Pashto. They will also, at first, think it odd to ask questions without answers, as one does in the common greeting pattern. They will find the differences between Pashto and English word order, i.e. the order in which words are said in a sentence), very strange, and so Pashto word order will be difficult for them at first.

Teaching the lesson

Scheduling: The preparatory exercises and basic dialogue presentation are done in class, and should take a class hour. Additional work on the dialogue and related fluency exercises are presented on tape; they should take a full two hours. Presentation of questions with the verb ye and the "Try it" exercises should take two hours. The laboratory lesson reviews the phrases learned last week, provides some additional pronunciation and fluency review, and gives students experience in listening to various greeting sequences (short; longer; more formal, less formal, etc.)

Preparatory:

Quickly review the classroom commands. From now on, use these commands at every possible opportunity during class.

Present the notion of extended greetings, and explain that these greetings will form the substance of the week's work. Also explain that, whereas last week's work involved memorization of whole sentences and phrases, with no "internal" analysis of how the sentences were put together, this week's work includes the learning of several "internal" structures, and that the students will be able to use these structures to create Pashto sentences and questions for themselves.

Notes on Teaching Specific Lesson Elements

Review (p. 33 of the Textbook)
Briefly review the phrases **salām, tashakur, lutfan** and **wəbaxa**. Explain that in this Unit students will be learning other similar greetings and expressions.

Dialogue **de xār pə kutsə ke** (p.34):
Notes on format: In this and all dialogues in later lessons, the English translation underneath the pashto phrases and sentences is an idiomatic translation, now a literal translation. (An idiomatic translation is one which carries the meaning of the sentence or phrase as a whole, and not necessarily the meanings of the individual words.) These translations will not be given in subsequent dialogues, or initially if the student has learned the structure of the sentence in question.

The dashes show where the "real" conversation takes place.

In this dialogue, almost all of the phrases are "formulas"--phrases parallel to the question "How do you do?" in English, which is not answered. These phrases are not intended to carry much meaning, yet are of great importance as starters of conversations.

The phrases given in this dialogue are only some of the phrases used in greetings. Greetings between close friends or colleagues who see one another every day tend to be shorter.

Pashtuns very often leave off the final words of the phrases, e.g., **joṛ** instead of **joṛ ye**.

Amān and Asad are educated, city people; their use of the words **merabāni** and **tashakur** show that they are.

Answer any questions students might have with regard to the functional meanings the phrases might have and their use in the greeting context. This is not the time to explain what each of the words in the sentence means; tell students that as they work on the dialogue they are to learn the sentences and phrases as whole elements and that later the structure of some of the sentences will be explained.

Dialogue Tape presentation (p.34)
The tape presentation includes repetition of the basic dialogue, and examples of other greetings; some shorter, some longer, and some with phrases the students have not been given in the basic dialogue. Explain to students that the inclusion of material a little beyond them will enable them to develop strategies to figure out what is going on in a normal Pashto conversation, even when there are words and constructions in it that they have not learned.

Play the tape presentation for the lesson. Repeat the presentation or parts of it as many times as the students would like.

If students are concerned that the language on the tape is too fast for them to understand, remind them that they must learn to understand Pashto as spoken among Pashtuns, and that slower language in the classroom won't help them accomplish this aim.

Fluency practice, Tape exercise 1 (p. 35)
Play Tape Exercise 1 as many times as students request. The purpose of this exercise, and all other "pronunciation practice" exercises, is to focus student attention on the pronunciation of naturally, fluently spoken Pashto. If students have difficulty with a particular word or phrase, stop the tape and go over the word or phrase with them until they are comfortable with it.

Tape exercise 2 (p. 35)
Play Tape exercise 2 as many times as student request.

Tape Exercise 3 (p. 35)
Play Tape exercise 1 as many times as students request.

Tape exercise 4 (p. 35)
Play Tape exercise 2 as many times as students request.

Further fluency and memory work
Ask students to try to say the seven phrases ending in da or ye from memory.

Have two students talking at the same time try to say the seven phrases ending in da or ye from memory.

Grammar Box (p. 36)
Notes on format: In this and all subsequent Grammar Boxes, sentences are laid out to show how the elements are put together, and the relationship between the different elements. Word-for-word translations are given underneath the Pashto words. The sentences are then listed below the box, with idiomatic translations.

This Grammar Box shows the word order of questions with **ye**. It shows the word order of the implied "you," the adjective or adjective phrase, and the final verb. Note that the order of words in Pashto is "backwards" from the word order in English, and that the verb **ye** is last. The chart should be easily understood by students; there is no need to go over it with them in detail.

Point out to students that these are questions that can be answered simply with a **wo** "yes" or a **na** "no."

"Try It" Exercise 1 (p. 36)
Pronounce the adjectives for students, and explain that all of them can be used to ask questions the same way as **joṛ** and **xə** can. Accented syllables are underlined.
Have students formulate questions with these adjectives and **ye**, e.g. **wəgay ye?** and **nāst ye?** Be sure students understand the meanings of the questions they are asking. The point of this exercise is to give students practice in using words they know to construct sentences they haven't heard before; it is a creative exercise.

"Try it" Exercise 2 (p. 37)
Ask students for other adjectives they would like to have in their vocabulary. Choose ten adjectives which seem to be needed by most of the students. Practice pronunciation of the new words; have students write them down in the blanks provided in the Textbook, and underline the accented syllables in words of more than one syllable. Using the new adjectives, have students formulate questions with **ye**, e.g.

Further "Try it" work

Ask students questions, using the adjectives given above. Have them give "real " answers with **wo** or **na**.

Have students ask you questions and answer with "real" answers **wo** or **na**.

Have students ask one another questions and answer with "real" answers.

Conversation (p. 37)

The purpose of the exercises in this section is to give students practice in actual conversation. You can make this practice more realistic by allowing students to struggle, correcting them only when you do not understand what they are trying to say, and speaking only Pashto. Later, when they have learned more Pashto, they will undoubtedly say something that is incorrect. At such times, it is important not to correct them unless you can't understand what they are trying to say, in which case you say you don't understand and allow them to reformulate the question or sentence. In other words, during "Conversation," you respond to them as a Pashto speaker, rather than as their teacher.

Conversation exercises, as given in Textbook (p. 37)

1. Students divide into pairs, and practice the basic dialogue with each other until it can be done from memory. Students perform the dialogue for classmates.

2. Students divide into other pairs, and work up a greeting appropriate for mornings when the class first assembles.

3. Students divide into other pairs, and work up a greeting appropriate for the class reunion a year after they have graduated.

4. Students divide into other pairs, and practice a conversation with each other, including the greetings, some questions and answers (e.g. **tɔgay ye? na. zṛawar ye? wo.**), and the "goodbye" phrases. They perform their conversation for the others.

doyəma hafta: roghbaṛ

Unit 2: Greetings

doyam dars: lə xədzo sarā roghbaṛ

Lesson 2: Greetings among Women

Lesson Overview

In this lesson, the dialogue is the same as the dialogue in Lesson 1, but the speakers are women. In this way, the concept of masculine and feminine gender is introduced. As English does not differentiate grammatically between masculine and feminine, Peshto gender will be very difficult for students. This lesson introduces the concept in a situation easy for students to understand (i.e. talking to a woman as opposed to talking to a man). Students will also learn, for comprehension only, some of the phrases women use in greeting one another.

Teaching the lesson

Scheduling: Preparatory exercises and basic dialogue presentation are done in class, and should take less than a class hour. Additional work on the dialogue, and the masculine/feminine differences, are presented on tape; they should take about a class hour and a half. Presentation of the masculine and feminine adjectives, the "Try it" exercises, and the conversation practice should require three hours. Use any time left in the morning to review problems with the transcription system or pronunciation problems the students might have. The laboratory hour gives students practice in listening for male/female differences in greetings and reviews pronunciation/listening comprehension problems with x, kh, ə and a.

Preparatory

Remind students that in Lesson 1, they learned to greet men. In this lesson, they will see how the same greetings differ when one is talking to a woman.

Notes on Teaching Specific Lesson Elements

<u>Review, 1 (p. 39)</u>

Go quickly over these phrases, making sure that students remember them.

<u>Review, 2 (p. 39)</u>

Quickly review these words and their meanings. Tell students to be on the lookout for changes in the adjectives as the context shifts from masculine to feminine.

Dialogue ɖe xār pə kutsə ke - ɖe xədzo roghbaɽ (p. 40)
Note that this dialogue is identical to the dialogue in Lesson 1, except that in Lesson 1, the speakers are men, and in this dialogue, the speakers are women. Phrases which are addressed to the hearer (those which end with the verb yə) are different; phrases which refer to someone or something else are the same.

Other aspects of the dialogues are the same: Rābyā and Laylā live in a city; this is a relatively formal exchange of greetings.

Answer any questions students might have with regard to the functional meanings the phrases have (there should be very few questions). Again, remind students that this is not the time to explain what each of the words in each sentence means. Students are to learn the greetings as whole vocabulary items.

Fluency practice, Tape exercise 1 (p. 41)
Play the tape exercise as many times as student request. The purpose of the exercise is to focus student attention on accented syllables, and on non-English sounds. If students have difficulty with one of the words, stop the tape and go over its pronunciation until students are comfortable.

Tape exercise 2 (p. 41)
Play the tape exercise as many times as student request. If there is difficulty over one of the phrases, stop the tape and go over the phrase until students are comfortable.

Tape exercise 3 (p. 41)
The purpose of this exercise is to call student attention to the differences between the masculine and feminine adjectives that occur in the dialogue. If students are at all unsure of the differences, stop the tape, and conduct the following kind of exercise:

Teacher: **staɽe** Students' response: "to a woman"
Teacher: **xə** etc. Students' response: "to a man", etc.

Tape exercise 4 (p. 41)
Play the exercise as many times as students require to become comfortable finishing the phrases.

Tape exercise 5 (p. 41)
Play the exercise as many times as student require to become fluent in their responses. By now, student responses to these phrases should be almost automatic.

Further fluency and memory work
Rewrite the dialogue on the board, substituting Amān for Rābyā; note the changes; practice the greeting sequence. Then rewrite the dialogue again, substituting Asad for Laylā; practice the greeting sequence.

Group students in pairs. Have them practice the basic dialogue, then perform it for their classmates from memory..

Have student pairs work up a greeting sequence between Asad and Rābyā, practice it, then perform it from memory for their classmates.

Personalizing the lesson
If there is a woman student or students in the class, have students greet one another, being sure to use the masculine and feminine forms appropriately.

Grammar box (p. 42)
The presentation in the Grammar box should be clear to students. If it is not, go over the following explanation: Each adjective in Pashto has two forms, one of them the masculine form, the other the feminine form. The masculine form is used in masculine contexts, the feminine in feminine contexts. The context of the sentences in this lesson and the last depends on who is being spoken to. If it is a man, the context is masculine, and the masculine forms are used. If it is a woman, the context is feminine, and the feminine forms are used. There are other contexts, which will be treated in later lessons.

Point out to students that the verb to which they have been exposed so far (ye) does not change according to masculine or feminine context.

"Try it" exercise (p. 43)
Write the chart of masculine and feminine adjective forms on the blackboard as it is given in the Textbook.
Ask students try to formulate possible rules for figuring out what the feminine form is, if they know the masculine. Look at the words **khwār** through **zṛawar**, and notice the similarities between the masculine and

feminine forms; students should see that an **a** is added to the masculine to form the feminine. Then look for some characteristic shared by all the masculine forms; note that they all end in consonants. A possible "rule" for finding the feminine form is that if the masculine ends in a consonant, the feminine form is formed by adding an **a**.

Then look at the words **xə** and **widə**, and ask students to form a "rule" (if the masculine ends in **ə**, the feminine is formed by substituting **a** for the **ə**).

Then look at the words **xāysta** and **khapa**. The rule there is that if the masculine form ends in an **a**, the feminine form is the same as the masculine.

Then look at the words **wagay**, **tagay**, and **staṛay**. These words follow a more complicated rule: if the masculine form ends in **ay** , and is stressed on the first syllable, the feminine form substitutes an **e** for the **ay**.

Explain to students that having rules, however imperfect the rules might be, is easier in the long run than simply memorizing the masculine and feminine forms word by word. In the absence of dictionaries, grammars and other such aids in the learning of Pashto, the student has to be able to figure out as much of the language as he can for himself, so that he can learn from conversations, reading passages, and the like. If, for example, he runs across a useful word in a masculine context, and he knows some of the "rules" for deriving the feminine form from the masculine, he will be better able to understand the word when he hears it in a feminine context.

Go over the other adjectives learned yesterday in class, and supply students with the feminine form of each. Check to see if any of them follow the "rules" just worked out. Remind them to add the feminine form to the cards in their index-card dictionaries.

Write **asad** at one end of the chalkboard, **rābyā** at the other, or put up pictures. Ask students to call out either masculine or feminine adjectives; as one is called out, point to the appropriate name or picture. Repeat, having students point.

Choose a person (perhaps someone in the class), and describe him or her with adjectives, using the appropriate form.

Conversation exercises, as given in Textbook (p. 44)

1. Students practice the greeting sequence with one another. If there are no women in the class, perhaps some of the students will roleplay as Rābyā or Laylā, to provide practice in using feminine forms.

2. Students ask one another questions, answering with wo or na. Encourage students to use all the vocabulary they know, and supply them with new words which seem desirable.

3. Students practice carrying on complete conversations with one another, including the greetings, a few questions and answers (e.g. jəg ye? na. wəge ye? wo.), and the "goodbye" phrases. Students volunteer to perform conversations they have practiced.

4. Two at a time, or with the teacher, students engage in complete conversations. (Pashto-speaking visitors to the class would be very useful in this activity, especially if they do not speak English.)

doyama hafta: roghbaṛ

Unit 2: Greetings

dreyam dars: telefun

Lesson 3: The Telephone

Lesson Overview

In this lesson, students will learn to incorporate the greeting sequences they have already learned into opening and closing greetings over the telephone; they will also learn to ask to speak to individuals over the phone, and to leave simple messages. They will learn to make statements with the verb **ye**, and that the difference between statements and questions in Pashto is a matter of intonation, rather than changes in word order as it usually is in English.

Teaching the lesson:

Scheduling: There are three basic dialogues, rather than one, in this lesson. Review of Lesson 2 and preparation for Lesson 3 should be brief. The dialogues and fluency exercises are presented on tape; the tape lesson should take two hours. The question/statement presentation, "Try it" exercises and conversations should take a full three class hours; it is imperative that students become able to both hear and produce recognizable statements and their corresponding questions. The laboratory hour provides students with exercises in listening for information.

Preparatory

Remind students that in the first two lessons in the unit, they learned greeting sequences involved in face-to-face meetings among Pashtuns. In this lesson, they will learn how to incorporate these sequences into telephone conversations.

Remind students that they have learned how to form questions with **ye**. Tell them that in this lesson, they will learn to form corresponding statements with **ye**.

Notes on Teaching Specific Lesson Elements

<u>Review 1 (p. 45)</u>

Quickly review the masculine/feminine forms of the adjectives.

Review 2 (p. 45)
Briefly remind students of the structure of questions with **ye**.
Go over these words very quickly, to ensure that students remember them, and the differences between the masculine and feminine forms.

Dialogue **asad amān ta telefun kawi** (p. 46)
Asad and Amān are leaving off the **ye**'s in some of the greeting phrases. As was explained in an earlier lesson, this is very, very common among Pashtuns.

In this dialogue, Asad asks about Amān's children. These phrases are used in greeting between Pashtuns who know each other well enough to know that the other has children.

Explain to students that only new phrases in the dialogues are translated for them.

Answer any questions the students might have about the new material in the dialogue. Again, this is not the time to explain what each of the words in each sentence means, or the grammatical structure of the sentences. Students are to learn the greetings as whole vocabulary items.

Dialogue Tape presentation (p. 47)
Play the tape presentation as many times as students wish.

Dialogue **amān nəsta** (p. 47)
The **tse** in Rābyā's long response to Asad is pronounced that way by people who speak her dialect of Pashto. In other dialects, the word is pronounced **che**.

Dialogue Tape presentation (p. 47)
Play the tape presentation as many times as students wish.

Dialogue **amān lā həm nəsta** (p. 48)
Asad speaks the same dialect as Rābyā. Note the **tse** in his response to her.

Work through the sentences in this dialogue, being sure that the students understand the differences between this and the previous dialogue. Again, this is **not** the time to explain the meanings of individual words in sentences, or to explain the internal structure of the sentences.

Dialogue Tape presentation (p. 48)
Play the tape presentation and other exercises as many times as students wish.

Fluency practice, Tape exercise 1 (p. 49)
Play the tape exercise as many times as students request. If they have difficulty with the pronunciation of one of the words or phrases, stop the tape and go over the word or phrase with them until they are comfortable with it.

Tape exercise 2 (p. 49)
Play the exercise as many times as students request. The purpose of the exercise is to accustom students to the different Pashtun names, and to pronounce the question understandably.

Tape exercise 3 (p. 50)
Play the exercise as many times as students request. The purpose is the same as in Tape exercise 1, but with the negative statement rather than the question.

Tape exercise 4 (p. 50)
Play the Tape exercise as many times as it takes for students to get comfortable with the long sentence in the exercise.

Personalizing the lesson.
Starting with the question **amān sta?** , substitute class members' names, e.g.

Teacher: Sam **sta?**
Student(s): Sam **sta?**
Teacher: Gary
Students: Gary **sta?**
Teacher: Bob
Students: Bob **sta?**, etc.

Then, start with the statement **amān nəsta**, and substitute class members' names.

Using different names, have students make "phone calls" to one another, asking for a third, e.g.

Student 1: **balel**
Student 2: Sam **sta?**
Student 1: **wo, sta. yawa daqiqa.**

Have student A ask student B if a third person is "there". Student B can choose a positive or negative response, e.g.

A: Sam **sta?**
B: **wo, sta.** or **na, nasta.**

Have students make mini-phone calls to one another, asking for a third person. The student "answering" the call should ask who the caller is if the third person isn't there, e.g.

A: **bale!**
B: Sam **sta?**
A: **na, nasta. ta tsok ye?**
B: **za Gary yam.**

Have students practice the sentence **bya war ta wawaya tse _____ telefun kaṛay wa**, substituting their own names, until they can say the sentence fluently.

Have student A and student B have mini-phone conversations about a third person who is or isn't "there" according to student B. Encourage students to use all the options now at their command, e.g.

A: **bale!**
B: (other student's name) **sta?**
A: **wo, sta. yawa daqiqa.** or

A: **bale!**
B: (other student's name) **sta?**
A: **na, nasta. ta tsok ye?** etc.

Grammar box (p. 51)
The only difference between questions and statements in Pashto is in intonation; pronounce the difference as many times as necessary for the students to hear it easily.

The relationship between question and statement is the same whether the sentence is masculine or feminine.

The question **aman sta?** and the answer **wo, sta.** are a question and answer (the Pashto equivalent of "he" is not expressed in the answer). Demonstrate for students the difference in pronunciation between the question **aman sta?** and the statement **aman sta.**

"Try it" exercise 1 (p. 52)
Using the example questions and statements above, alternate statements and questions, and ask students to indicate whether they are statements or questions, e.g.

Teacher: **xapa ye.**
Students: statement.
Teacher: **jor ye?**
Students: question, etc.

Using the words they have learned from previous lessons, students form questions and statements with **ye**. Other students judge whether the sentence is a question or statement, e.g.

Student A: **stəṛay ye?**
Student B: question
Student B: **wagay ye.**
Student C: statement

"Try it" exercise 2 (p. 52)
Have students ask and answer each other's questions.

Further "Try it" work
Reverse the first exercise. Student B tells Student A to ask a question; Student A asks a question. Class judges whether intonation is correct.

Students address statements to one another, using the words learned in previous lessons. The addressee affirms or denies the statement, e.g.

Student A: **jag ye.**
Student B: **wo.**
Student A: **nāst ye.**
Student B: **na.**

Make sentences feminine when addressing women; use all the words learned so far, and add other adjectives.

Conversation exercises, as given in Textbook (p. 52)
1. Students divide into pairs. They practice a phone conversation for presentation to the class, including initial greetings, some substantive conversation (limited to questions with **ye** and yes or no answers) and good-bye phrases. After practice, students perform their conversations.

2. Students make phone calls in Pashto to one another for a variety of purposes: asking for a third person who isn't there: asking for a third person who is there, and then continuing the conversation with that person; etc.

doyəma hafta: roghbaṛ

Unit 2: Greetings

tsaloram dars: de chā kara tlal

Lesson 4: Going to Someone's House

Lesson Overview

In this lesson, students will learn the greetings associated with visiting a Pashtun home. They will also be introduced to the verb form **da**, in questions and statements, and will learn to construct statements like "Rābyā is tired". **da** is parallel to **ye**, and has occurred in several sentences which students have memorized from previous dialogues, so the lesson should not produce problems.

Teaching the Lesson

Scheduling: The dialogues present considerable materials for students to memorize. They should take three hours, with the related fluency work. The presentation of **da** and related practice in formulating statements and questions should be relatively easy for students, and so should require only an hour for presentation. Roleplaying visits should occupy at least an hour. The laboratory exercises provide students with more listening practice on the dialogue, and comprehension work on masculine/feminine and question/statement differences.

Preparatory

Remind students that so far they have learned how to greet Pashtun men and women on the street, and to start a conversation over the phone. Explain that in this lesson they will learn what to say when they pay a visit to a Pashtun's house.

Also remind students that so far, they have learned to form questions and statements with **ye**. In this lesson, they will learn to do the same with **da** "is".

Notes on Teaching Specific Lesson Elements

Review 1 (p. 53)

Refresh students' memory with regard to sentences and questions like **staṛay ye** and **staṛay ye?** Remind them that the "you" of the English equivalent isn't expressed; that the only difference between question and statement is in intonation; that the order of words is very different from English.

Review 2 (p. 53)
Remind students that the form of words like **stəṛay** changes if a woman is being talked to.

Dialogue **asad de amān kara dzi Part 1 (p. 54)**
Point out to students that this is the first part of Asad's visit to Amān. The second part is given below.

Answer any questions students have on the meaning of phrases or the place of a particular phrase in the context of the visit. Remind students that the phrases used in the phase of the greeting where both participants are talking are optional, and that the new ones in this dialogue can be used in the greeting situations already learned as well.

Point out that, of the new phrases in the dialogue, the following are the forms used when talking to a woman:

pə dzān joṛa ye?
dālta bara kena.
zoraware!

All other phrases are the same whether they are said to a man or a woman.

Dialogue Tape presentation (p. 55)
Play the Tape presentation as many times as students request.

Dialogue, Part 2 (p. 55)
Explain to students the rationale for the formulas **salāmat wosa** and **de khwdāy fazal da.** as indirect answers to the questions asked.

Answer any questions the students have about the meanings of the phrases and their place in the context. Again, do not go into the structures of the phrases, but explain that they are to be memorized as wholes.

Point out that the feminine form of the phrase **salāmat wosa** is **salāmata wosa.** All other phrases in the dialogue do not change if a woman is addressed.

Dialogue Tape presentation (p. 56)
Play the Tape presentation as many times as students request.

Fluency practice, Tape exercise 1 (p. 57)
Play the exercise as many times as students need, to become comfortable with the pronunciation of the words. If a word is difficult, stop the tape and go over the word with the students until they are at ease with it.

Tape exercise 2 (p. 57)
Play the exercise as many times as students need, to become comfortable with the pronunciation of the phrases. If any one phrase is difficult, stop the tape and go over the phrase with students until they are comfortable with it.

Tape exercise 3 (p. 57)
If students find it too difficult to finish the phrases, write the prompts on the board, then play the exercise again:

pə dzān...
wāṛə de...
tə wṛānde...
pə kor ke...
tsok...
tāse ta...

Erase the prompts, then play the exercise again.

Tape exercise 4 (p. 57)
If students find it difficult to answer the phrases, write the following prompt phrases on the board, then play the exercise again:

asalāmālaykum.
staṛay mə se.
khwdāy pāmān.
arkəla rāse.
bale!

Erase the phrases, then play the exercise again.

Tape exercises 5 and 6 (p. 57)
Students can read along in the Textbook for this exercise. Repeat the exercises, encouraging students to try to take the various parts from memory.

Further fluency and memory work
Divide the two dialogues into mini-dialogues, i.e. from the beginning to **merabāni**; from **rādza merabāni wəka** to **zorawərə! bar kena**; from **xə, pə khayr rāwərasede?** to **teshakur**; and the goodbye phrases. Assign the mini-dialogues to student pairs for practice and performance for the class; then have student pairs practice and perform other mini-dialogues. Eventually, students should be able to perform the entire visit conversation from memory.

Grammar box (p. 58)
If necessary, show students that **də** is more or less equivalent to English "is," and that sentences and questions with **də** are parallel to sentences with **yə**.

Remind students again that the order of words in these questions and sentences is different from Pashto to English; also remind students that the pronouns equivalent to "you" and "he" are not expressed in Pashto under circumstances the students have learned so far.

Grammar box (p. 59)
If necessary, show students that **də** doesn't change form depending on whether the adjective is masculine or feminine; by itself, it can refer to a male or a female. The rest of the sentence or question, however, makes it clear whether the topic of conversation is a male or a female.

Point out that in English the question "Are you healthy?" is ambiguous; we can't tell whether the "you" in question is male or female. The Pashto equivalent question is not ambiguous because the adjective is either masculine or feminine.

Grammar box (p. 59)
If necessary, show students that these sentences with Amān and Rābyā mentioned are more like English in that the subjects are expressed. Point out to them that this is the first time they have worked with the structure of sentences with subjects.

Show students that the following phrases, which they have already learned, are constructed the same as the sentences above:

sihat de xə də? Is your health good?
health your good is?

hamdā dzāy xə də. This place is good.
place this good is.

"Try it" exercise (p. 60)
Go through these new adjectives with the students, pointing out the masculine and feminine forms. These particular adjectives are included to give the students something more interesting, and more amusing, to say. Add any adjectives the student might request to the list, furnishing both masculine and feminine forms.

Have students create sentences and questions with **də**, using the adjectives they have just learned.

Further Try it work
Choose a class member or someone known to everyone. Students describe that person, using sentences with **də**. Repeat the exercise with other known people; include both men and women, to give practice in shifting from masculine to feminine.

Play Twenty Questions: Have a class member think of someone known to everyone. Other class members try to guess the identity of that individual, by asking questions with **də**. The original class member answers the questions with **wo** or **na**, until someone guesses the answer.

Conversation exercise, as given in the Textbook (p. 60)
Students work in pairs, and role-play a visit to the home of a Pashtun, with initial greeting at the door, preliminary polite conversation after they are seated, a brief conversation (all they can do at this point is ask questions with **ye** and **də**, with **wo** or **na** answers!), and leave-taking.
Encourage students to use all the Pashto they have learned so far.

doyama hafta: roghbaṛ

Unit 2: Greetings

pindzam dars: tıkrār

Lesson 5: Review

Lesson Overview:

The purpose of this lesson is to review the contents of the previous four lessons. Review of vocabulary and of the phrases and the contexts they are used in should be brief. The most important part of the class work is the students' participating in conversations. The lab lesson includes a reworking of material already learned, in a new context; listening comprehension exercises with **da**, review work with masculine and feminine contexts, and overall review of important phrases and their contexts. The test, which covers the first two weeks of class, should take about two hours, including individual oral performances.

Preparatory

Remind students that in the previous lessons in the unit they have learned how to greet a Pashtun friend on the street; how to talk on the phone, and leave messages; and how to greet a Pashtun on visiting him in his house.

Explain that for testing purposes, students should be able to:

1. Engage in general greetings of both men and women.
2. Engage in the preliminary and final parts of phone conversations, including leaving their name, and leaving the message that they have telephoned.
3. Engage in the greetings associated with a visit to a Pashtun's house.

Students will also be expected to:

1. Ask and answer questions, e.g. **jag ye? na.** about themselves and other people.

Notes on Teaching Specific Lesson Elements

<u>Exercise 1 (p. 62)</u>

Go briefly over each vocabulary item; be sure students understand both the literal and the idiomatic meaning of each, and can in the case of the adjectives give both masculine and feminine forms.

<u>Exercise 2 (p. 62)</u>

Go over each phrase; be sure students understand the literal and idiomatic meanings, and can identify the context (any greeting; on the phone; or at someone's house) in which the phrase is likely to be said.

Exercise 3 (p. 63)
Have students tell you about each of the phrases: what it means, when it might be used, whether it is an answer to a phrase or whether it requires a particular answer, whether it is spoken to a man or a woman, etc.

Exercise 4 (p. 64)
Assign greeting situation a. to students in pairs. Give a limited amount of time - e.g. 5 minutes - for students to work up a greeting. Have students perform greetings for the class, then have the class judge which greeting was most appropriate, etc. Continue with greeting situation b., and so on.

Suggestions for giving Unit 1-2 Test

Beforehand, duplicate as many sets of test sheets as necessary. Reproduce the following on cards:

Scenario A

Student A

You are Asad. You run into Amān on the street. You haven't seen him for a long time.

Student B

You are Amān. You run into Asad on the street. You haven't seen him for a long time.

Scenario B

Student A

You are Asad. you telephone Amān. you leave a message.

Student B

You are Khushāl, Amān's son. You are home alone. You do not recognize the person on the phone, and ask him who he is.

Scenario C

Student A

You are Asad. You stop by Amān's house to deliver a message. He isn't home. You tell his wife Rābyā to tell him you stopped by.

Student B

You are Rābyā. Asad comes to the door, asking for Amān. Amān isn't home.

At test time, pass quiz sheets out to students. Dictate the words for Part 1. Then have students work on Parts 2 - 5. As they work on those sections, call individual students into another classroom for the Part 6 of the test.

Part 1. Dictation of place names.

Teacher dictates following, saying each at normal speed as many times as students wish:

a. **afghanistān**
b. **kābəl**
c. **paktyā**
d. **jalālābād**
e. **baghlān**
f. **wuruzgān**
g. **ghazni**
h. **balkh**
i. **pexawar**
j. **mazāresharif**

Part 6.

Call students in by twos (alternatively, one by one and you take the other part of the conversation). Hand the students a Scenario card; assign one to be Student A, the other Student B. Give them a minute to think, then have them carry on the assigned conversation. Grade them on fluency and accuracy.

Key

2. Fill in the blanks.

Conversation A

Amān: **asalāmālaykum.**
Asad: **wālaykum. staṛay mə se.**
Amān: **khwār məse.**
Together: **joṛ ye?**
pə khayr ye?
sihat de xə da?
bikhi xə ye?
khayriat da?
merabāni.
teshakur.....
Amān: **khwdāy pāmān.**
Amān: **lə ta sara.**

Conversation B

Rābyā: **bale!**
Asad: **amān sta?**
Rābyā: **na, nəsta. tə tsok ye?**
Asad: **zə asad yəm.**
Rābyā: **zə ba byā wər ta wəwāya tse ta telefun kaṛay wə.**
Asad: **teshakur. khwdāy pāmān.**
Rābyā: **khwdāy pāmān.**

Conversation C

Rābyā: arkəla rāse.
Laylā: arkəla wose.
Together: joṛa ye?
pə khayr ye?
khayriat da?
pə kor ke khayriat da?
wāṛə de xə di?
bikhi xa ye?
merabāni.
tashakur.

Conversation D

Amān: rādza merabāni wəka.
Asad: tə wṛānde sa.
Amān: rādza, tsok nəsta.
Asad: hamdā dzāy xə da.
Amān: zorawərə! bar kena.

Conversation E

Amān: pə khayr rā wərasede?
Asad: salāmat wose.
Amān: kor kəli ke karāri wa?
Asad: de khwdāy fazəl da.
Amān: wāṛə de xə di?
Asad: tashakur.

3. Write Pashto sentences:

a. stəṛə ye?
b. jəg ye.
c. rābyā xāysta da.
d. tə tsok ye?
e. wəgay ye?
f. zə _____ yəm.
g. amān xāysta da?.
h. khushāl widə da.
i. təge ye?.
j. kəṛkəy wāza ka.

k. **byā ye wəwāya.**
l. **ţep gwəl key.**
m. **dā tsə shay da?.**
n. **kitābuna mo khlās kəy.**
o. **amān chera da?**

4. Write conversations
Students are free in this exercise to say anything that is appropriate.

5. Give the appropriate response.

a. **asalāmālaykum.**	**walāykum.**
b. **arkəla rāse.**	**arkəla wose.**
c. **stəţay mə se.**	**khwār mə se.**
d. **khwdāy pāmān.**	**pə məkha de xa or lə tā sara.**
e. **pə məkha de xa.**	**lə tā sara.**

Pashto **Name** _____

Unit 1,2 **Date** _____

Part 1. Write the following place names as your teacher dictates them.

a. _____ f. _____

b. _____ g. _____

c. _____ h. _____

d. _____ i. _____

e. _____ j. _____

Part 2. Fill in the blanks:

Conversation A

Amān: **asalāmālaykum.**

Asad: **wālaykum. staṛay _____ se.**

Amān: _____ _____ **se.**

Together: **joṛ _____?**

pə _____ ye?

sihat _____ xə da?

_____ xə ye?

khayriat _____?

merabāni.

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tashakur.....

Amān: khwdāy _____

Asad: pə _____ de _____

Amān: lə _____ sara.

Conversation B

Rābyā: bale!

Asad: amān _____?

Rābyā: na, _____ _____ tsok ye?

Asad: zə _____ yəm.

Rābyā: zə ba _____ wər ta _____ tse _____
telefun kaṛay wə.

Asad: _____ _____ pāmān.

Rābyā: _____ _____.

Conversation C

Rābyā: arkəla _____

Laylā: arkəla _____

Together: _____ ye?

pə _____ ye?

khayriat _____?

pə _____ ke _____ da?

wāṛə _____ xə _____?

bikhi _____ ye?

merabāni.

tashakur.

Conversation D

Amān: rādza merabāni _____

Asad: _____ wṛānde _____

Amān: _____ tsok _____

Asad: hamdā dzāy _____ da.

Amān: zorawəral _____ kena.

Conversation E

Amān: pə _____ rā wərasede?

Asad: salāmat wose.

Amān: kor _____ ke karāri _____?

Asad: de _____ _____ da.

Amān: _____ de _____ di?

Asad: tashakur.

3. Write Pashto sentences:

Example: Ask Asad if he is healthy.

——joṛ ye?——

a. Ask Rābyā if she is tired.

_____

b. Tell Khushāl he is tall.

_____

c. Say that Rābyā is pretty.

_____

d. Ask someone who he is.

_____

e. Ask Ahmad if he is hungry.

_____

f. Tell who you are.

_____

g. Ask if Amān is handsome.

_____

h. Say that Khushāl is asleep.

_____

i. Ask Laylā if she is thirsty.

_____

j. Tell someone to open the window.

_____

k. Ask someone to repeat what he has just said.

_____

l. Ask the group to stop the tape.

_____

m. Ask what something is.

_____

n. Tell the class to close their books.

_____

o. Ask where Amān is.

_____

4. Write Pashto conversations for the following situations:

a. Asad calls Amān on the phone. Rābyā answers. Amān isn't home. Asad asks Rābyā to tell Amān he called. Rābyā says she will. They say goodbye.

b. Rābyā meets Laylā at the market. They haven't seen each other for a while. They greet each other, then say goodbye.

c. Asad has been visiting Amān, and is now leaving. They say goodbye, and Amān asks Asad to say hello to his people.

d. Khushāl and Ahmad are classmates. They greet each other one morning as they arrive in class.

5. Give the appropriate response to the following.

a. **asalāmālaykum.** _____

b. **arkəla rāse.** _____

c. **staṛay mə se.** _____

d. **khwdāy pāmān.** _____

or

_____

e. **pə makha de xe.** _____

Part 6. Oral test.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

awal dars: de dzān pə bāra ke ghagedəl

Lesson 1: Talking about Yourself

Lesson Overview:

The purpose of this lesson is to teach students to give personal information in response to questions like "How long have you been here? What are you doing here?" and "How much money do you make?".

Giving personal information involves asking and answering direct questions. Students have already learned how to ask direct questions, e.g., **stəṛəy ye?** In this lesson, they will learn the verb form **yəm**, parallel to **ye** and **da**. They will also learn to use **ye, yəm** and **da** with prepositional phrases, nouns, and the question word **tsə**.

yəm is parallel to **ye** and **da**, and therefore should cause no great problems. Many of the questions dealt with in the lesson can be answered with sentences using **yəm**.

Students will also be introduced to the numbers from 1 to 10.

This week, students start working one class hour per day on the Pashto writing system.

Teaching the lesson:

Scheduling: The dialogue, related tape presentation and fluency exercises should take a full two class hours. Presentation of grammar boxes, "Try it" exercises and conversation practice will require a full hour, if not more. The laboratory lesson provides students with listening comprehension practice on the questions taught in the dialogue.

Preparatory

Remind students that they can now participate in greeting sequences with Pashtun friends. This week, they will learn to ask and answer the questions Pashtun typically ask of strangers. The lessons in the unit will involve far less memorization than the last unit did; on the other hand, students will have more individual vocabulary items which they will learn to use in a variety of ways.

Notes on Teaching Specific Lesson Elements

Review exercise 1 (page 65 of the Textbook)
Quickly review greetings - on the street, over the phone, and at someone's house.

Review exercise 2 (page 65)
Review sentences and questions with **ye** and **da**.

New Vocabulary (page 66)
Go over the words listed in the Textbook with students. Be sure they understand the meanings of the words. Grammatical and other information for each word is listed below.

tankhā n, f.
spāyi n, m.
amrikā n, f.
dzāy n, m.
tsa question word.
tso question word.
kum question word.

da pron, non-emphatic.
me pron, non-emphatic.

de preposition.

yaw number, m. **yawa**, f. (other numbers are m. & f.)

Go quickly over the numbers (they will be used in a variety of ways throughout the lesson, so it is not necessary for students to learn them well at this point), explaining that only **yaw** has both a masculine and a feminine form. The other numbers use the same form for both masculine and feminine contexts.

Dialogue (p. 67):
Expressions the students are to learn as formulas are translated underneath the Pashto, as in last week's lessons.

Students should understand the meanings of individual words in the sentences which are not translated, and should understand how the sentences are constructed. Go over the following sentences in the dialogue, making sure students understand their meaning:

tankhā de tso da? What is your salary?
de amrikā yəm. I am from America.
de kum dzāy ye? Where are you from?
spāyi yəm. I am a soldier.

Show students the sentences in which **me** and **de** go after the noun, not before it; e.g., **tankhā me** rather than **me tankhā.**

2. Explain that, as in English, Pashto questions can be answered with short answers or long answers. (e.g., in English, the question "What's your salary?" can be answered "My salary is a hundred dollars a week", or simply "A hundred dollars a week") In the dialogue, we have given both short and long answers, with the long part of the long answers in parentheses. Explain to students the difference between **tankha me de myāste nizde dwa zəra awghānəy da.** and **de myāste nizde dwa səra awghānəy.**

Dialogue Tape presentation (p. 67)

The tape presentation includes repetition of the Textbook dialogue, then gives students opportunities to hear variation on the questions about one's origins, one's work and one's salary. If students are at all unclear on what is being done, point out to them that in any language there is more than one way to frame the same basic question (e.g. Where do you come from? What's your home town? Where do you call home?, etc., in English), and that they are simply being shown the alternate ways that Pashto asks the same question. It is not necessary to explain the structure and vocabulary in the alternative forms of the questions; students should merely listen for words they know.

Play the tape presentation as many times as students wish.

Fluency practice, Tape exercise 1. (p. 68)

Play Tape exercise 1 as many times as students request. The purpose of the exercise is to focus student attention on the natural, fluent pronunciation of the words and phrases in the dialogue. If students have difficulty with a particular word or phrase, stop the tape and go over the word or phrase with them until they are comfortable with it.

Fluency practice. Tape exercises 2 and 3 (p. 68, 69)
The purpose of these exercises is to associate the Pashto words for the numbers with the Arabic numbers. Play the two exercises as many times as students request.

Fluency practice. Tape exercises 4 and 5 (p. 69)
These exercises provide students with practice in using the numbers; as students manipulate the numbers in context which require little in the way of semantic work, they can focus on the numbers. You might suggest that students hold up fingers which correspond to the number they are being asked to substitute in the sentence, to further reinforce the correspondence between word and concept.

Fluency practice. Tape exercise 6 (p. 69)
This exercise reviews the city names students learned in Unit 1. If students have forgotten the names, stop the tape and refresh their memories.

Further fluency work
Show students how Pashtuns indicate the numbers from 1 to 10 with their fingers. Then, in quick succession, indicate various numbers with your fingers, and have students say the Pashto number indicated. Have a student indicate various numbers (be sure they do so in Pashtun fashion rather than American fashion), and have other students say the Pashto numbers.

Personalizing the lesson
Supply each student with the Pashto word for his specialty or occupation, e.g. **de rādiyo chalawunkay** "radio operator". Have each practice the phrase _____ **yəm**. Ask each student the question **tse kār kawe?** and have him/her answer with a true answer.

Ask each student **de kum dzāy ye?** Have each give the name of his/her home town.

Have students ask and answer questions about one another, e.g. **Bob de kum dzāy da? Bob spāyi da?** etc.

Grammar boxes (p. 70, 71, 72)
These boxes show the parts of the sentences the students have learned to say so far. They should be self-explanatory.

Point out that in the first box, the pronoun subject isn't expressed. The only pronoun the students have seen expressed is in Rābyā question to Asad in Unit II, Lesson 3, **tə tsok ye?** and Asad's answer **zə asad yəm.** Later on, students will learn when the pronouns are expressed.

"Try it" exercise (p. 73)
Ask students to identify the complements in the sentences. They should readily identify:

najib spāyi da.
rābyā wuxyārə da.
amān de kum dzāy da?
tankhā me de myāste nizde dwə zərə əwghānəy da.
tsənga ye?
sihat de xə da?
tə tsok ye?
zə najib yəm.
hamdā dzāy xə da.

Further "Try it" work
Have students create sentences and questions with the same structure as those in the Grammar boxes. Encourage students to be imaginative in creating sentences, and praise those who come up with sentences utilizing words and phrases from previous units. Ask students to identify the complements in the sentences they create.

Ask students questions with "real" answers: **tə tsok ye? de kum dzāy ye? tankha de tso da?** etc. Include questions as to their health and current state, e.g. **tagay ye?** Have students answer.

Group students in pairs, and have them ask and answer questions with "real" answers.

Conversation exercises, as given in Textbook (p. 73)
1. Pairs of students work up a complete conversation, including a greeting, then a conversation about a third person (where is he from? when did he come to DLI? what's his salary?(!), is he tired, thirsty, intelligent, etc.?), then goodbye phrases. Students perform their conversations for the rest of the class.

2. Student A roleplays a Pashtun, and answers questions from Student B as to what city or town he is from, what his job is, and how much money he makes.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl
Unit 3: Giving Personal Information
doyam dars:
de khpəle koranəy pə bāra ke ghagedəl
Lesson 2: Talking about Your Family

Lesson Overview

The purpose of this lesson is to teach students to ask and answer questions about family, specifically one's children. The dialogue is a continuation of the dialogue in the last lesson, when Sam meets Najib on a bus.

Sam's talking about his children involves statements and questions with **di**, parallel to **yəm**, **ye**, and **da** which students have already learned. **di** is presented in the **de jumle joṛəxt** section, along with an introduction to noun plurals.

The numbers from 1 to 10 are reviewed in the tape presentations and in the homework exercises.

Students should not find anything particularly difficult, but the memorization load in the lesson is quite heavy.

Teaching the Lesson

Scheduling. Presentation of the dialogue and fluency exercises should take a full two hours. There is a great deal of work on the numbers. Presentation of noun plurals, with related exercises, should not take too long; it is suggested in the homework manual that students should look ahead, and there is nothing in the concept of plural that should be difficult. The **khabəre atəre** exercises should be the focus of an entire hour. The lab lesson provides students with listening exercises on numbers, and on extracting information from whole conversations.

Notes on Teaching Specific Lesson Elements

Review (p. 74)

1. Review the numbers from 1 to 10. Have students count forward, backward, by even numbers, by odd numbers.

2. Briefly review the formation of sentences and questions with **yəm**, **ye**, and **da**.

New Vocabulary (p. 75)

Go over the words listed in the Textbook. Make sure students understand the use and meaning of each word. Grammatical and other information for each word is listed below.

zoy n, m. **zāmən**, pl.
lur n, f. **luṛe** pl.
wāṛə adj, m. pl. literally "smalls", used here to mean "children".
kalan adj, m. s. **kalənə**, f.
di vb, 3 pl.
chera question word.
aw conj.
ka conj.

Dialogue (p. 76):

Remind students that they are to learn as formulas the phrases that are translated in small type underneath the Pashto.

Go through the dialogue, making sure students understand each sentence. Do not discuss the structure of sentences that are translated underneath. Be sure students understand the meanings of the sentences that aren't translated:

(wāṛə de) zāmən di ka luṛe? Are (your children)/they sons or daughters?
yaw zoy da, dwa luṛe di. One is a son, two are daughters.
luṛe di ka zāmən? Are they daughters or sons?
yawa lur da, dre zāmən di. One is a daughter, three are sons.
wāṛə de chera di? Where are they?
amrikā ka di. They're in America.
zoy me dre kalan da. My son is three years old.
yawa lur me shpag kalənə da aw yawa nəhə kalənə (da). One of my daughters is six years old, and one is nine years old.

Show students that they have already learned many of the sentence structures in this dialogue, e.g.,

zoy me, lur me, zāmən me like tankhā me
wāṛə de like tankhā de
yaw zoy da, yawa lur da like asad spāyi da
zoy me dre kalan da like asad joṛ da
yawa nəhə kalənə da like rābyā joṛa da

Dialogue tape presentation (p. 77)
Besides the dialogue, the tape presentation provides students with experience listening to alternative ways to ask questions about one's children. If students wish, stop tape after each mini-dialogue, and allow them to discuss how many children are mentioned, and how they have figured this information out.

Fluency practice, Tape Exercise 1. (p. 78)
This exercise focuses attention on pronunciation of the phrases and sentences in the dialogue. Play the exercise as many times as students need to become comfortable with the pronunciation. By now, students should have no difficulty with the non-English sounds.

Fluency practice, Tape exercise 2. (p. 78)
In this exercise, students take one or the other of Sam's or Najib's parts in the dialogue. Encourage students to do as much of the dialogue from memory as possible.

Fluency practice, Tape exercise 3. (p. 79)
This exercise provides students with more practice with the numbers. Play the exercise as many times as students require.

Fluency practice, Tape exercise 4. (p. 79)
Students take the parts of the dialogue from memory. Play the exercise, having students respond in chorus, then individually, if necessary.

Further fluency and memory work.
Hold up one or more fingers. Ask students **tso di?** or **tso da?**, and have them answer either in chorus or individually.

Personalizing the lesson
Ask each student the following questions, helping him/her with true answers. If appropriate, teach **wāṛə ne lerəm.** "I don't have any children."

wāṛə lare?
luṇe di ka zāmən?
tso kalən di?/lur de tso kaləna da?/zoy de tso kalan da?

Grammar box (p. 80):
The structure of sentences in the box should be clear to students, as the differences in singular and plural are parallel to differences in English.

Explain that in the next lessons, "rules" will be given to help students guess what the plurals of nouns are. For the moment, they should memorize the plurals of **lur** and **zoy**, the nouns for classroom objects given below, and the nationality nouns.

"Try It" Exercise 1 (p. 81)
Review the words above, and add to the list any other words for classroom objects you regularly use in class, with their plurals.
Point out that **tawāshir, kaṛkay** and **tsawkay** are parallel to the English word "sheep", which is the same in singular and plural, as in "It's a sheep," "They are sheep."

Point to a book, have students tell you **kitāb da**. Point to two or three books, have students tell you **kitābuna di**. Repeat with any objects you can point to. Repeat this exercise until students are comfortable working with both singular and plural forms.

"Try It" Exercise 2 (p. 81)
Go through the singulars and plurals on the list. Then ask students questions using **yəm, ye, da** and **di**, e.g. **amrikāyan di?** (pointing to several students), **xowunkay yəm?** (pointing to yourself), etc. The students have not yet learned **yu** and **yāstay**; be careful not to ask them questions using these forms.

Conversation exercises, as given in Textbook (p. 82)
1. Each student assumes a Pashtun identity, gives him or herself a name, an occupation, and some children. In pairs, students question each other, getting information about the Pashtun identity. Here are some Pashtun occupations besides **spāyi**:

bazgar	**bazgərān**	farmer
māmur	**māmurān**	official (usually with government)
dukāndār	**dukāndārān**	shopkeeper
shpon	**shpāna**	shepherd

2. In pairs, students work up conversations, including greetings, questions about a third person and his family, and goodbye phrases.

dreyama hafta:
de dzān pə bāra ke mālumāt warkawəl
Unit 3: Giving Personal Information
dreyam dars: de mujāhidino lidəl
Lesson 3: Meeting Some Mujaheddin

Lesson Overview

The purpose of this lesson is first, to introduce students to the forms yu and yāstəy; these forms will be easy, as they are parallel to yam, ye, de and di. Using yu and yāstəy will also involve a review of noun plurals, which students learned in the previous lesson.

The second goal of the lesson is to introduce students to the notion of gender of nouns; this might be difficult for those who have not been exposed to other languages with noun gender, e.g. French, German or Spanish. The relationship between gender and the form of the plural a particular noun has is explained.

The third goal--not language-related, but certainly relevant to the interests of DLI students--is to provide information about the mujaheddin.

Teaching the lesson

Scheduling: The dialogue and tape presentation will require a full two hours, including discussion about the mujaheddin. Presentation of the gender of nouns should take very little time; most if not all explanation needed is in the students' homework manual. The laboratory lesson gives practice in listening for singulars and plurals, and reviews masculine and feminine in sentences as well.

The conversation exercises should be given a full class hour.

Preparatory

Before starting the lesson, ask students what they know about the mujaheddin, both from having read the lesson's Cultural Notes, and from what they have heard over the radio or read in newspapers and magazines. Answer any questions students might have about the mujaheddin, and point out that in this lesson, Sam--the same American soldier who talked to Najib in the previous lessons--encounters some mujaheddin.

Notes on Teaching Specific Lesson Elements

Review (p. 83)
Very quickly go over sentences and questions with **yəm** and **ye**, and explain that in this lesson, students will learn the forms **yu** (parallel to **yəm**, only plural) and **yāstəy** (parallel to **ye**, only plural).

Review the notion of noun plurals, and remind students how words fall into groups with regard to their having plurals formed the same way.

New Vocabulary (p. 84)
Go over the words listed in the Textbook. Be sure students understand the use and meaning of each word. Grammatical and other information on each word is listed below.

mujāhid n, m. **mujāhidin**, pl. Arabic borrowing, with Arabic plural.
tanzim n, m.
qumandān n, m.
jabhe n, f.
mashhur adj, m. **mashhura**, f.
yu vb, 1 pl. form
yāstəy vb, 2 pl. form
tə personal pronoun, 2 sg. Used in sentences focusing attention on the hearer.
zə personal pronoun, 1 sg. Used in sentences focusing attention on the speaker.

Caution students that the pronouns **tə** and **zə** are not parallel to their English equivalents "you" and "I". Students should learn these for recognition only; it is more important at this point that they be comfortable producing sentences without subject pronouns.

Dialogue (p. 85)
As in previous lessons, students are to learn as formulas those sentences which are translated underneath the Pashto. In this lesson, there are several prepositional phrases with **de** 'of'. Remind students that the translations of these des under the Pashto sentences is idiomatic, not literal (hence the appearance of 'from' and 'with' in the translations of **de** below, rather than 'of'). The structure phrases with **de** will be taught in the next unit.

Be sure students understand the meanings of the following sentences:
de kum dzāy yāstəy? Where are you from?
de khost yu. We're from Khost.
tə de kum dzāy ye? Where are <u>you</u> from?
zə de amrikā yəm. I'm from America.
mujāhidin yāstəy? Are you mujaheddin?
mujāhidin yu. We're mujaheddin.
de kum tanzim yāstəy? What organization are you with?
day xāghəlay abdəlhaq da. This is Mister Abdul-Haq.

<u>Dialogue tape presentation (p. 86)</u>
The first part of the tape presentation is the dialogue as given in the Textbook, with exercises in which students take the part of first one of the characters, then the other. Play the presentation as many times as students request.

The second part of the presentation is a conversation in which language the students can handle is buried in language they probably won't be able to understand (mostly vocabulary). Play the conversation and related exercises three or four times. If students seem to be having a problem, help them by putting the following vocabulary on the board:

sorkh rod place where Abdəl-Hak is from.
khpəlwān relative
khugyāpi, khugyāpəyo place where Mawlawi Khālis is from
wos now
pə ... ke at, in
aslan

If students are still confused, write the conversation on the board for them, and replay the tape so that they can hear the conversation while they follow the script.

Pashto speaker 1: **qumandān abdəlhaq de kābəl da?**
Pashto speaker 2: **na. de sorkh rod da. jabha ye pə kābəl ke da.**
Pashto speaker 1: **abdəlhaq de khālis sāyəb khpəlwān da?**
Pashto speaker 2: **na. shāgərd ye da.**
Pashto speaker 1: **khālis sāyəb os pə pexawər ke da ka afghanistān ke da?**
Pashto speaker 2: **os dosti pə pexawər ke da.**
Pashto speaker 1: **khālis sāyəb aslan de kum dzāy da?**
Pashto speaker 2: **de khugyānəyo da.**

Fluency practice. Tape exercise 1 (p. 86)
The purpose of this exercise is to focus student attention on word and phrase stress, and on non-English sounds. If students have difficulty with a word or phrase, stop the tape and go over the word or phrase with them until they are comfortable with its pronunciation. Otherwise, repeat the tape exercise as many times as the students wish.

Fluency practice. Tape exercise 2 (p. 87)
Play this tape exercise as many times as students request.

Fluency practice. Tape exercises 3, 4, 5 (p. 87)
Play these exercises as often as necessary until students are comfortable and fluent with the substitutions.

Further fluency and memory work
Assign students (either in groups or individually) Sam's and the mujahed's parts in the dialogue. Have them perform the dialogue by memory if possible, with prompting when necessary.

Personalizing the lesson
Review vocabulary referring to occupations held by your students, and give the plurals for each item.
Have students ask and answer questions about one another, individually and in groups, e.g.

Student A (referring to students B and C): **spāyān yāstəy?**
Student B: **wo, spāyān yu.**

Student A: (referring to students B and C): **bazgərān yāstəy?**
Student B: **na, spāyān yu. or na, _____ da aw _____yəm.**

Have students ask and answer questions with **ka**, e.g.,

Student A: **amrikāyi ye ka paxtun?**
Student B: **amrikāyi yəm.**

Student A: **spāyān yu ka dukānderān?**
Student B: **spāyān yu.**

Grammar box (p. 88):
Point out that these are regular plurals for animate masculine nouns.

Ask students to formulate the "rule" for these. They should be able to tell you that animate masculine nouns have plurals formed by adding **-ān** to the singular form.

Grammar box (p. 89):
Explain to students that **dā** and **tsə shay**, which they learned in Unit 1 in the formula **dā tsə shay da?** are also used in plural sentences. The only difference between the Peshto equivalents for "What is this?" and "What are these?" is the **da** and **di**.

Remind students that there is no equivalent in Peshto for the article "a."

"Try it" exercise 1 (p. 90)
Work through the listed nouns with students, pointing out that those grouped together form their plurals the same way. Add any nouns not listed that students have learned in class. Note that some of the nouns listed as "irregular" are actually members of a regular class. This is a temporary classification until students have learned additional nouns in the class.

"Try it" exercise 2 (p. 91)
Show students that the question and answer they learned in Unit 1 can refer to groups of objects by changing the verb from **da** to **di**. Ask students for the identity of an object or objects, e.g. (pointing to a desk) **dā tsə shay da?** Student: **dā mez da.** (pointing to several books) **dā tsə shay di?** Student: **kitābuna di.** etc. Then have students ask one another the same question.

"Try it" exercise 3 (p. 91)
Show students that the sentence **day de kābul mashhur qumandān abdalhaq da.** from the dialogue is essentially the same as **day amān da.** Have students introduce one another to you and to each other, e.g. **day Gary da.** Have them include the phrase **xə swal tse wume lide** at the appropriate place in the introduction.

Further "Try it" work

Have students ask questions to you and one another; answer the questions, e.g.

Student A: **dā kaṛkay di?**
Student B: **na. dā mezuna di.**

Student A: **bazgarān yu?**
Student B: **na. spāyān yu.**

Student A: **wāṛa de afghanistān ke di?**
Student B: **na. wāṛa na larəm.**

and so on. Encourage students to use all the sentence structures, and all the vocabulary, they know.

Conversation exercises, as given in Textbook (p. 92)

1. Students divide into pairs, and work up a dialogue for the following situation: Student A has just met Abdul-Hak, and runs into Student B on the street. A and B greet each other, and when B asks **nawe zaṛa?** A tells him about Abdul-Hak.

2. Each class member chooses one of the tanzims and works up a description (in Pashto) of that tanzim: its name, its leader, and anything else he/she can say about it. The class member presents the description to the class.

3. Pairs of students think up Pashtun mujaheddin identities. Give yourselves Afghan names, tanzims, places where you're from, etc. Work up a conversation in which the two of you question each other on such topics. Perform the conversation for the class and then ask the class questions like **za tsok yam? tsok da? de kum dzāy yam?** and **de kum tanzim yam?** If the class is feeling competitive, keep score.

dreyəma hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

tsaloram dars:
paxtāna lə yawbəl sara ghagigi

Lesson 4: Pashtuns Talk to One Another

Lesson Overview

The purpose of the lesson is to introduce students to the kinds of questions Pashtun strangers will ask of one another, to introduce students to Pashtun tribes, and to provide more information on the hospitality shown to strangers in Pashtun society. Students will also learn how to use adjectives in plural sentences. Like the last lesson, this one involves a lot of memory work on the part of the students.

Teaching the Lesson

Scheduling: Teaching the dialogue, the tape presentation and fluency exercises should take a full two hours. Presentation of adjective plurals is largely a matter of memorizing; the exercises in the **koshish wakay** section are designed to help students internalize the different patterns of adjective plural formation, and should take a full hour if students have any difficulty. The laboratory lesson reviews noun plurals and the questions and answers introduced in the dialogue. If there is no time for the **khabare atare** exercises, they can be postponed until the afternoon review lesson.

Preparatory

Remind students that in the previous two lessons they dealt with the plural and gender of nouns. In this lesson, they will learn about the plural of adjectives, and will learn how to use adjectives in plural sentences. Students are likely to be apprehensive about Pashto grammar at this point; reassure them that they are expected to be confused for awhile, and that as they learn more Pashto their confusion will pass.

Remind students that in Unit 2 they heard a little about the Pashtun code of hospitality, that any traveler can expect to be fed and housed, along with his animals, in a village, and that there is usually someone in a village who has the capability of taking care of such travelers. In the dialogue for this lesson, Najib and his friends have just arrived at the kalā of Bārām Khan, who is putting them up for the night. Explain that a kalā is a house, group of houses, or even an entire village encircled by walls.

Notes on Teaching Specific Lesson Elements

Review 1 (p. 93)
Refresh students' memory as to the use of masculine and feminine adjectives: masculine form used in masculine contexts, feminine in feminine.

Review 2 (p. 93)
Remind students that the plural form of a noun is used when more than one is being talked about.

New Vocabulary (p. 94)
Go over the words listed in the Textbook. Be sure students understand the use and meaning of each word. Additional grammatical and other information for the words is listed below.
kor n, m.
roghtun n, m.
malgaray n, m. **malgari** pl.
maṛ, adj, m. sg. **mṛə** m. pl
zakhmi adj, m. sg. **zakhmyān** m. pl.
nə particle negating verbs.
pə _____ **ke** preposition.
_____ **ta** preposition.

Dialogue: **de bārām khān kalā** (p. 95)
Explain that **ahmadzay** and **zadrāṇ** are names of Pashtun tribes.

Students are to learn as formulas the sentences that are translated.

Be sure students understand the meanings of the sentences below:
rādzay, staṛi mə say. pə khayr rāghlay. Come in, may you-all not be tired. Come in in health.
pə khayr wose. May you always be healthy.
tsok yāstay? Who are you?
zə ahmadzay yəm, malgari me zadrāṇ di. I am an Ahmadzay, my friends are Zadrāṇs.
nə, de khwdāy fazəl də, tsok mṛə nə di. No, thank God, no one is dead.
zakhmyān pə kor ke di, ka pə roghtun ke? Are the injured (ones) at home, or in the hospital?
pə kor ke di. They're at home.

Tape presentation (p. 96)
The Tape presentation goes over the dialogue and gives students additional practice listening to a parallel conversation. Play the presentation as many times as students request.

Fluency practice. Tape exercise 1 (p. 97)
Play the exercise as many times as students require to become comfortable with the pronunciation of the words and phrases. If any one word or phrase is difficult, stop the tape and go over the word or phrase with the students until they can pronounce it easily.

Fluency practice. Tape exercises 2 and 3 (p. 97, 98)
Play both exercises as many times as students request. They can read along in their Textbooks, but encourage them to try to respond from memory.

Fluency practice. Tape exercises 4 and 5 (p. 98)
These exercises review the place names students learned in Unit 1. If helpful, point to the cities and towns on a map as they are mentioned. Play the exercises as many times as students request.

Grammar box on adjectives (p. 99)
Point out to students that **wuxyār** is a regular adjective. They should remember that the feminine form of regular adjectives is like the masculine form except that it has an **a** at the end. Now show them that the masculine plural form of a regular adjective is the same as the masculine singular, and that the feminine plural form is like the masculine singular only with an **e** at the end.

Show students that in sentences with **yu** and **yāstəy**, either the masculine or feminine plural adjective has to be used, e.g.,

wuxyāre yu. (said by women)
wuxyār yu. (said by men)

wuxyāre yāstəy. (said to women)
wuxyār yāstəy. (said to men)

Grammar box on **nə** (p. 100)
Show students how sentences can be made negative by adding the word **nə** just before the verb. Explain that **nə** is always stressed in a sentence.

"Try it" exercise 1 (p. 101)
Work through the adjective forms listed in the Textbook, pointing out to students that those grouped together form their feminine and plural forms the same way. **zoṛ, woṛ, məṛ** and **nəway** are glossed because students might not recognize the masculine singular forms for these adjectives. They know the adjectives from the Unit 2 phrase **nəwe zaṛa** "What's new?" (literally the feminine plural forms for "new old") and the masculine plural forms **wāṛə** "children" (literally "smalls") taught in Unit 3, Lesson 2 and **mṛe** occurring in this lesson's dialogue.

Add to the lists any adjectives not listed that students have learned in class.

"Try it" exercise 2. (p. 102)
Have students create sentences describing themselves and others along the patterns suggested in the Textbook, using adjectives from the list in Exercise 1. Examples:

məlgəri me təgay di.
xowunkay widə nə də.
shəgərdān ahmaq di? nə, ahmaq nə di.
tsok wəgay də? (class member) **wəgay də.** or **zə wəgay yəm.**
tsok mashhur di? tsok kho mashhur nə di. or **tə mashhur ye.**
tə xāysta ye? wo, xāysta yəm., etc.

Further "Try it" work
Go through adjectives students have in their card dictionaries, and supply the plural forms. Have students use these adjectives in sentences like the models in "Try it" Exercise 2.

Conversation exercises, as given in Textbook (p. 103)
1. The game of Twenty Questions revisited. One student thinks of an object or objects in the room. Other students try to guess what the object is by asking questions about it. In addition to **mashhur, nəway, xə, zoṛ, woṛ, badranga** and **xāysta**, you might need **bad** "bad" and **loy** "big". Both of these are like **wuxyār**.

2. Twenty questions revisited again. One student thinks of a group of people, e.g., your Pashto teachers, the marines in your class, etc. Other students try to guess who the group is by asking questions.

3. Bārām Khān's house. One student takes the part of Bārām Khan. Other students take the parts of Pashtuns visiting him, and he finds out who they are, where they are from, where they are going, how many children they have, etc. Don't forget the appropriate greetings, and be imaginative as to who you are.

dreyama hafta:
de dzān pə bāra ke mālumāt warkawəl

Unit 3: Giving Personal Information

pindzam dars: tikrār

Lesson 5: Review

Lesson Overview

The purpose of the lesson is to review what has been learned in the previous four lessons of the Unit. The first two hours should be devoted to a review of the questions mentioned above, including the **khabəre atəra** exercises from Lesson 4 if there was no time for them in the morning. The tape presentation gives an hour of review of noun plural and adjective plural formation. The laboratory lesson gives an hour of general comprehension review. The quiz is to be part oral and part listening comprehension, and should take an hour.

Notes on Teaching Specific Lesson Elements

Review exercise 1 (p. 105)

Review the questions above, and be sure students can answer them in the context of their own situation (i.e. be sure students can give real answers to the questions).

Review exercise 2 (p. 107)

Call on pairs of students to extemporize the greetings required by the contexts. If they find the exercise difficult to do without practice, divide students into pairs, have them practice the various greetings and then have them perform them for the class.

Tape exercise 1 (p. 106)

In this exercise, allow students to discuss their answers: what information from the conversation suggested their answers? What questions weren't addressed in the conversation? etc. It is important that students are confident about information not given, as well as information that is given. Information in each conversation is as follows:

Conversation 1: guest is from Baghlān; he is going to Kandahār; he has been there six months. His salary is 1,000 afs.

Conversation 2: He is from Logara; he belongs to the **hizbe islāmi** tanzim; his front is in Logar; his children are in Peshawar.

Conversation 3: His name is Sam Connors; he is an American; a soldier; his salary is sometimes high, sometimes low.

Conversation 4: He comes from Peshawar; his friend is a Zadraṇ; they are going to Laghmān; they are mujaheddin.
Conversation 5: He is from Kandahār; he came a month ago; his children are in Peshawar; the boy is big, the daughters small.
Conversation 6: He is a teacher; he makes 1,000 afs a month; hi is going to Laghmān; his sons are in Kandahār.
Conversation 7: He is going to Bārām Khān's house. Bārām Khān is in Peshawar.
Conversation 8: He is going to Ghazni; he belongs to the Andaṛ tribe; he is coming from Peshawar; he is a mujaheddin.
Conversation 9: He has children; one is ten, two are eight; the children go to school.
Conversation 10: He is an American; he came to Afghanistan two months ago; he is a soldier; he has children.

Tape exercise 2 (p. 111)
Play this exercise as many times as students request.

Tape exercise 3 (p. 111)
Play this exercise as many times as students request. If they are not comfortable with the sentences, write them on the board, and show students how the forms change depending on whether they are singular or plural:

pinsaluna; naway	pinsaluna nawi di.
mez; loy	mez loy da.
sabaquna; naway	sabaquna nawi di.
kor; loy	kor loy da.
kalā; loy	kalā loy da.
zoy me; woṛ	zoy me woṛ da.
spāyi; khapa.	spāyi khapa da.
shāgardān; staṛay	shāgardān staṛi di.
xowunki de; mashhur	xowunki de mashhur da.
shpon; nesha	shpon nesha da.
amrikāyān; jag	amrikāyān jage di.

Suggestions for giving Quiz

1. Oral interviews. Call each student up individually. Carry on a conversation with him/her, asking name, occupation, salary level, number of children and their ages, home town, etc. Expect real answers.

2. Listening comprehension. Play the taped conversation (it is recorded on the Textbook tape); then have students write answers to the questions on the quiz sheet. Replay the conversation as many times as the students request you to. The script of the conversation is written below.

English speaker: Unit 3, listening comprehension quiz. Listen to the following conversation, then answer the questions on the quiz sheet.
Pashto speaker 1: **asalāmālaykum.**
Pashto speaker 2: **wālaykum. rādzay. staṛi ma say.**
Pashto speaker 1: **khwār ma se. salāmat wose.**
Pashto speaker 2: **la kuma rāghlay?**
Pashto speaker 1: **la kābala.**
Pashto speaker 2: **jabha mo chera da?**
Pashto speaker 1: **pa kunaṛ ke da.**
Pashto speaker 2: **wāṛa mo chera di?**
Pashto speaker 1: **kābal ke di.**
Pashto speaker 2: **de kum tanzim yāstay?**
Pashto speaker 1: **de mawlawi khālis de tanzim yu.**
Pashto speaker 2: **chera rawān yāstay?**
Pashto speaker 1: **pexawar ta.**
Pashto speaker 2: **mawlawi khālis pexawar ke da ka jalālābād ke?**
Pashto speaker 1: **jalālābād ke da.**
Pashto speaker 2: **qumandān abdulhaq chera da?**
Pashto speaker 1: **paghmān ke da.**
Pashto speaker 2: **tso myāste kegi tse paghman ke da?**
Pashto speaker 1: **dwa myāste kegi.**

Unit 3, Lesson 5

Pashto **Name** _____

Unit 3 **Date** _____

Oral Interview

Listening Comprehension. Listen to the taped conversation, then answer the following questions.

1. Where is the conversation taking place? _____
2. How many are answering the questions: one or several? _____
3. Where is the answerer/ are the answerers going?

_____

4. Where has he/have they come from? _____
5. What work does he/do they do? _____
6. Whose children are in Kabul? The questioner's or the answerer's?

_____

7. What organization does the answerer/do the answerers belong to?

_____

8. Where is Mawlawi Khālis? _____
9. Where is Abdul-Haq? _____
10. How long has Abdul-Haq been there? _____

tsalorama hafta: lār xodal aw de lare paydā kawal

Unit 4: Giving and Getting Directions

awal dars: pa kābal ke

Lesson 1: In Kabul

Lesson Overview

This lesson focuses on giving and understanding directions, and on the use of prepositional phrases in the directions. Students will find Pashto prepositional phrases very difficult; the structure and position of such phrases in a sentence is quite different from English.

The presentation of prepositional phrases is a necessary preliminary to Lesson 2, in which the oblique case of nouns is presented. Until students know about oblique noun cases, they do not have enough Pashto to construct prepositional phrases--and therefore most directions--correctly. This lesson, accordingly, deals mostly with recognition of such phrases only, and does not give students practice in constructing original sentences.

The dialogue is longer than previous dialogues, and will appear at first glance to be very difficult. Almost all the sentences, however, are very simple in construction.

In the Workbook section of the lesson, students are referred to the article "Afghanistan's Troubled Capital: Kabul" in the April, 1985 issue of *National Geographic*. There are copies of this article in the DLI library.

Preparatory

Review prepositional phrases presented in Unit 3, Lesson 1 with students; point out that they have already used **de, ta** and **pa....ke** in many of the sentences they have memorized.

Explain that in this and thefollowing lessons, they are learning to use additional commands besides the ones they learned in Unit 1.

Notes on Teaching Specific Lesson Elements

Review (p. 112)

Read the sentences with students, explaining that the underlined elements are prepositional phrases, and that they will be learning the internal structure of such phrases during the week. If necessary, review noun plurals.

New Vocabulary (p. 113)

Discuss each of the new words listed in the Textbook, making sure that students understand the use and meaning of each. Grammatical and other information for the words is listed below. Numbers after the nouns are indications of class membership, presented in subsequent lessons in the unit.

karəna n, f1.
wɪzārat n, m2.
jamāl mena **mena** is f1
dukān n, m2.
istādgā n, f3.
sarwes n, m2.
kutsə n, irreg. f. **kutse** pl.
sarak n,irreg. m. **sarakuna**, pl.
khwlə n, irreg. f. **khwle** pl.
xi lās ta prepositional phrase.
chap lās ta prepositional phrase.
ghunḍəy n, f2
bekh n, m2
wadānəy n, f2.
agha, aghə, aghe demonstrative pronoun. m & f.
lərə adv.
nizde adv.
xāysta adv.
alte adv.
byā conjunction.
xə wṛānde adverb phrase.
məkhāməkh adv.
ugha, ughə, ughe demonstrative pronoun. m & f.

spor sa vb, command form.
kuz sa vb, command form.
lāṛ sa vb, command form.
tāw sa vb, command form.
berta wəgərdza vb phrase, command form.

də _____ prep.
pə _____ prep.
pə _____ **ke** prep. (often appears as just _____**ke**)
_____ **ta** prep.
lə _____ **na/a** prep.

Point out to students that they have seen some of the words before:
wṛānde as in **tə wṛānde sa.**
byā as in **zə ba byā wər ta wəwāyem tse tā telefun kəṛay wə.**
nizde as in **tankhā me de myāste nizde tsalor zəra awghānəy da.**
The prepositions taught in this lesson have appeared many times in the previous lessons.

Explain the difference between **pə _____**, which means "on," and **pə _____ ke**, which means "at, in." Also explain that these prepositions, like all prepositions, do not translate exactly from one language to another, and so
the translations of **pə _____ ke** and **pə _____** are not likely to be consistent with their English translations.

Explain that with the preposition **lə _____ na/a**, the **na** follows a noun ending in a vowel; the **a** is attached to a noun ending in a consonant, as in **lə kābəla** and **lə paktyā na.**

The two pronouns **agha** and **ugha** are used in the dialogue and occur in different case forms. Tell students not to worry about the different forms for the moment.

If students question the verbs ending with **sa**, explain that **sa** literally translates as "become." In the first unit, they were exposed to commands with **ka/kay**, which literally translates as "make, cause." These commands with **sa** are parallel to the commands with **ka/kay** in structure.

Dialogue (p. 114)
Have students read the dialogue sentence by sentence, being sure they understand the internal structure of the sentences that are not glossed below the transcription. Idiomatic meanings for sentences not glossed are:
de karəne wezārat chera da? Where is the Ministry of Agriculture?
pə jamāl mene ke da. It's in Jamāl Mene.
jamāl mena ləre da ka nizde? Is Jamāl Mene far or near?
xāysta ləre da. It's pretty far.
de aghe kutsə khwlə ke wədarega. Wait at the mouth of that street.
pə doyəme istādgā ke kuz sa. Get off at the second bus stop.
pə agha məkhāməkh lāṛ sa. Go straight along that (street).
byā chap lās ta pə doyəm sarək tāw sa. Then turn left at the second big street.
xə wṛānde laṛ sa, tso dukānuno ta wəresega. Go a long way, until you reach some shops.

To help students visualize what directions are being given in the dialogue, have them draw on the board a rough map of the route Asad is telling Sam to take.

Tape presentation of dialogue (p. 115)
Play the tape presentation as many times as students request. Follow along on the map students have drawn on the board, as the dialogue progresses.

Fluency practice. Tape exercises 1 and 2 (p. 116, 117)
Play the exercise as many times as students require to be comfortable pronouncing the words and phrases.

Tape exercise 3 (p. 117)
The purpose of this exercise is to familiarize students with the prepositional phrases and their noun objects. Play the exercise once only, unless students have a great deal of difficulty with it.

Tape exercise 4 (p. 117)
This exercise familiarizes students with the verb phrases used in directions. Play the exercise as many times as students require.

Grammar box showing prepositional phrases (p. 118)
Answer any questions students might have about the formation of prepositional phrases. If they ask about the form of the noun in prepositional phrases, explain that the noun is in the oblique case, and that oblique cases will be explained in Lesson 2.

Grammar box on de (p. 119)
Point out to students, if necessary, that the de phrase comes before the noun it modifies, rather than after it, as in English.

Explain that phrases with de are the way possessives are formed in Pashto. Students have seen phrases like wāṛə me "my children," and tankhā de "your salary," and might ask why these possessives do not involve de. Explain that it is possible to express possession with pronouns ("my," "your," "his," etc.) in phrases with de (the phrase de agha kor, "his house," for example, appears in Lesson 2) and that these will be taught in a later unit.

Review the following sentences with students, pointing out the possessive phrases in each (they are underlined here), and talking about their meanings.

<u>de khwdāy</u> fazəl da.
<u>de kum dzāy</u> ye?
tankhā me <u>de myāste</u> nizde dwa zəra awghānəy da.
<u>de amrikāyāno</u> luṇe xe-esi ka zāmən?
<u>de kum tanzim</u> yāstəy?
day <u>de kābəl</u> mashhur qumandān abdəlhaq da.

<u>"Try it" exercise (p. 120)</u>
Have students point out the prepositions and nouns in the sentences, and show in each case whether the noun comes before, after, or in the middle of the preposition.

<u>Conversation exercises, as given in Textbook (p. 121):</u>
1. Students divide into pairs and work up the conversation that Sam and Asad would have if Asad waited for the bus with Sam. Include questions and answers about children, work, when Sam came to Afghanistan, etc. They perform their conversations for the class.

2. Students divide into pairs and work up the greeting that takes place when Sam arrives at Atiqullah Niazi's house.

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

doyəm dars: de nyāzi de kor lār

Lesson 2: Directions to Niazi's House

Lesson Overview

This lesson continues the topic of directions in a city environment. The dialogue contains little new material, but recycles the phrases and vocabulary used in the previous dialogue.

This lesson also introduces the oblique case of nouns, and fleshes out the classification of Pashto nouns, so that students can correctly use prepositional phrases of their own construction.

Preparatory

Review the noun plural rules, as presented in Unit 3, Lessons 2 and 3.

Teaching Specific Lesson Elements

Review (p. 122)

Review the nouns students know, and their plurals. Briefly go over the directional phrases and prepositions students learned in the previous lesson.

New Vocabulary (p. 123)

Go through the new words listed in the Textbook, making sure students understand the use and meaning of each. Additional grammatical and other information is listed below.

hamde adj.
khat n. m2.
spin adj.
sur adj.
pul n. m2.
qasāb n. m1.
ter sə vb.
de aghə prepositional phrase.
sinf n, m1.
zina n, f1.
pārk n, m2.
zeṛa wadānəy n, f3.
layliya n, f1.

kafitiryā n, f3.
wəkhedza, porta sa vb. command form.
xkata sa vb. command form.
spāyi n, m1.
mansabdār n, m1.

Dialogue (p. 124)
Have students read the dialogue sentence by sentence, being sure they understand the construction and meaning of each. As usual, students are to learn as whole phrases the sentences that are translated. Idiomatic translations of the phrases in the dialogue that aren't translated are as follows:

de kum nyāzi? Which Niazi?
de atiqullā nyāzi. Atiqullā Niazi.
de agha kor dəlta nə da. His house isn't here.
pə srə plə ke da. It's at Red Bridge.
sur pul lərə da ka nizde? Is Red Bridge far or near?
nizde da. It's near.
pə hamde sarək məkhaməkh laṛ sa. Go straight along this same road.
pə dreyəm sarək xi lās ta tāw sa. At the third street turn right.
xə wṛānde lāṛ sa. Go pretty far ahead.
de sin pə plə tar sa. Cross the bridge over the river.
yaw dwa səwa gāma nor ham wṛānde lāṛ sa. Go about one or two hundred steps straight ahead.
alta de qasābi dwa dukānuna di. There, there are two butcher shops.
(de qasābi pə dukān ke) at the butcher shop
de atiqullā nyāzi kor kum yaw da? Which house is Atiqullā Niazi's?
bikhi khayriat da. Everything is just fine.
agha spin kor de nyāzi da. That white house is Niazi's.

After working through the dialogue for comprehension, have students draw a map on the board of the route Sam takes to get to the Niazi house.

Tape presentation of dialogue (p. 125)
Play the presentation as many times as students request. If necessary, "follow" the directions on the map the students have drawn on the board.

Fluency exercises, Tape exercise 1 (p. 126)
Play the exercise as many times as students need to get comfortable with the pronunciation of the phrases.

Tape exercise 2 (p. 127)
Play the exercise as many times as students need to get comfortable with the pronunciation of the sentences and questions.

Tape exercise 3 (p. 127)
Play the tape as many times as students need. The purpose of the exercise is to provide students with practice with the ordinal numbers, and with possessive phrases with the preposition **de**. Students will be uneasy with the oblique case and will make mistakes because at this point in the lesson, they have not been taught the various oblique forms. If they have the broad outlines of the ordinal number and have the word order correct in the possessive phrases, the exercise will have served its purpose.

Nouns in the oblique case (p. 128)
Explain to students that the focus of the **de jumle joṛəxt** is on nouns in the oblique case, i.e., those in prepositional phrases. Show that in the example question and answer from the dialogue, the underlined nouns are in the oblique case, as they are all objects of prepositions. Point out that the direct form of **karəne** is **karəna** (it is a regular feminine noun) and that the direct forms of **ghunḍəy** and **bekh** are the same as the oblique forms.

Grammar box (p. 128)
The sentences in and under the grammar box show a masculine and a feminine noun, each in four sentences illustrating the four forms the noun can have. Explain that any one noun can potentially have four different forms: direct singular, direct plural, oblique singular and oblique plural. The oblique singular or plural form is used when the noun is the object of a preposition; the direct singular or plural form is used everywhere else.

Show students how each set of regular nouns and the irregular nouns form the plural and oblique forms. This can quickly be done by listing the forms for an example noun on the board, e.g.,

māmur māmurān māmur māmurāno

then by having students construct sentences along the model in the grammar box, using the noun forms on the board, e.g.,

māmur dəlta da.
māmurān dəlte di.
de māmur kitāb dəlta da.
de māmurāno kitābuna dəlte di.

Encourage students to vary the model when necessary to produce meaningful statements.

Information on the formation of the oblique forms for the nouns is summarized below:

nouns like **māmur, spāyi**
Oblique singular: same as direct singular
Oblique plural: add **o** to direct plural form
Examples:

Direct singular:	**māmur**	Direct singular:	**spāyi**
Direct plural:	**māmurān**	Direct plural:	**spāyān**
Oblique singular:	**māmur**	Oblique singular:	**spāyi**
Oblique plural:	**māmurāno**	Oblique plural:	**spāyāno**

nouns like **kitāb, pinsəl**
Oblique singular: same as direct singular
Oblique plural: either add **o** to the direct singular, or change the **a** at the end of the direct plural form to **o**.
Examples:

Direct singular:	**kitāb**	Direct singular:	**pinsəl**
Direct plural:	**kitābuna**	Direct plural:	**pinsəluna**
Oblique singular:	**kitāb**	Oblique singular:	**pinsəl**
Oblique plural:	**kitābo** or **kitābuno**	Oblique plural:	**pinsəlo** or **pinsəluno**

nouns like **saṛay** "man," **məlgəray**
Oblique singular: same as direct plural
Oblique plural form for last-syllable-stressed words: drop **ay** of direct singular, and add **ayo**, or drop **ay** of direct singular, and add **o**
Oblique plural form for other words: drop **ay** of direct singular, and add **o**
Examples:

Direct singular:	**saṛay**	Direct singular:	**məlgəray**
Direct plural:	**saṛi**	Direct plural:	**məlgəri**
Oblique singular:	**saṛi**	Oblique singular:	**məlgəri**
Oblique plural:	**saṛo, saṛayo**	Oblique plural:	**məlgəro**

Some irregular masculine nouns:

Direct singular	Direct plural	Oblique singular	Oblique plural
mujāhid	**mujāhidin**	**mujāhid**	**mujāhidino**
paxtun	**paxtānə**	**paxtānə**	**paxtano**
zoy	**zamən**	**zoy**	**zaməno**
shpon	**shpānə**	**shpānə**	**shpano**
waṛa	**waṛe**	**waṛe**	**waṛo**
sarak	**sarakuna**	**sarək**	**sarakuno**

nouns like **kitābcha, jabha**
Oblique singular: same as direct plural form
Oblique plural: drop **e** of direct plural form, add **o**
Examples:

Direct singular:	**kitābcha**	Direct singular:	**jabha**
Direct plural:	**kitābche**	Direct plural:	**jabhe**
Oblique singular:	**kitābche**	Oblique singular:	**jabhe**
Oblique plural:	**kitābcho**	Oblique plural:	**jabho**

nouns like **kəṛkəy, ghunḍəy**
Oblique singular: same as direct singular and plural
Oblique plural: add **o** to direct singular, plural form
Examples:

Direct singular:	**kəṛkəy**	Direct singular:	**ghunḍəy**
Direct plural:	**kəṛkəy**	Direct plural:	**ghunḍəy**
Oblique singular:	**kəṛkəy**	Oblique singular:	**ghunḍəy**
Oblique plural:	**kəṛkəyo**	Oblique plural:	**ghunḍəyo**

nouns like **kalā, nyā** "grandmother"
Oblique singular: same as direct singular
Oblique plural: drop final **e** of either plural form, add **o**
Examples:

Direct singular:	**kalā**	Direct singular:	**nyā**
Direct plural:	**kalāwe, kalāgāne**	Direct plural:	**nyāwe, nyāgāne**
Oblique singular:	**kalā**	Oblique singular:	**nyā**
Oblique plural:	**kalāwo, kalāgāno**	Oblique plural:	**nyāwo nyāgāno**

nouns like **xowunke, zdākawunke**
Oblique singular: same as direct singular and plural
Oblique plural: drop **e** of direct singular, add **o**
Examples:

Direct singular:	**xowunke**	Direct singular:	**zdākawunke**
Direct plural:	**xowunke**	Direct plural:	**zdākawunke**
Oblique singular:	**xowunke**	Oblique singular:	**zdākawunke**
Oblique plural:	**xowunko**	Oblique plural:	**zdākawunko**

Some irregular feminine nouns:

Direct singular	Direct plural	Oblique singular	Oblique plural
lur	luṇe	lur	luṇo
amrikāyi	amrikāyāne	amrikāyi	amrikāyāno
kutsə	kutse	kutse	kutso
khwlə	khwle	khwle	khwlo
merabāni	merabānəy	merabāni	merabānəyo

The information contained in this section will be expanded on in the following lesson, to provide a summary of the noun classes for yours and students' reference.

Students will quickly notice that **xowunke** and **zdākawunke** are now classed as "regular" nouns. Remind them that, as vocabulary is learned, many of the nouns they have learned as irregular will turn out to be members of a new class.

Point out the following to students, and encourage them to make similar observations--anything to help them remember the different forms.

1. Anything ending with an **e** is an oblique plural.
2. For the vast majority of masculine nouns, the direct and oblique singulars are the same.

"Try it" exercise 1. (p. 129)

This exercise requires the student to use the oblique forms of nouns. Ask them questions about the whereabouts of familiar objects and people. Have them answer with sentences constructed with **pə** _____ or **pə** _____ **ke**, e.g.,

Teacher: **kitāb me chera de?**
Student: **pə maz de.**

Teacher: **Gary chera de?**
Student: **pə kor ke de.**, etc.

Remind students that the nouns they choose to use in the **pə** _____/**pə** _____**ke** phrases must be in the oblique form.

"Try it" exercise 2 (p. 129)

Have students carry on a mini-dialogue to get directions from one place in the classroom to another, e.g.

Student A: **takhta chera da?**
Student B: **alta da.**
Student A: **kuma lār warghəla da?**
Student B: **məkhāməkh lāṛ sa.**

Student A: **dərwāza chera da?**
Student B: **dəlta da.**
Student A: **kuma lār warghəla da?**
Student B: **məkhāməkh lāṛ sa. pə mez xi lās ta tāw sa.**

Further "Try it" Work

Have students point to various personal objects around the classroom, and say what and whose the object is, e.g. (student points to a classmate's book) **de John kitāb;** (student points to a classmate's desk) **de Gary mez;** and so on.

Ask students the whereabouts of various possessions, e.g. to John:

Teacher: **de Gary kitābcha chera da?**
John: **de Gary kitābcha pə mez da.**

Then have students ask each other the same sorts of questions.

Conversation exercises, as given in Textbook (p. 130)

1. Students draw up a simple map of some of the buildings at DLI, and label each with its Pashto name (the additional vocabulary listed in the **nəwi loghāt** section might be helpful; any other vocabulary can be supplied by the teacher). Students take turns standing at the board and following directions supplied by other students, e.g. on being told **pārk ta lāṛ sa,** student at board "walks" to the parking lot.

2. Students divide into pairs. They work up a set of directions from one point to another at DLI. They then give the directions to the class, and see if the class can figure out where they are supposed to go. Buildings can either be called by their names, or by description (**loya wadānay,** etc.). The additional vocabulary listed in the **nəwi loghāt** section of the lesson might be helpful. Any other vocabulary can be supplied by the teacher.

tsalorama hafta: lār xodal aw de lare paydā kawal

Unit 4: Giving and Getting Directions

dreyam dars: pa logar ke

Lesson 3: In Logar

Lesson Overview

This lesson presents vocabulary and directions having to do with finding one's way in rural areas. It also summarizes and reviews the behavior of nouns and groups them according to class. From now on, students will learn the class of each new noun they come across; this information will simplify the presentation of new nouns considerably.

Notes on Teaching Specific Lesson Elements

Review (p. ??)

Briefly review the prepositions students have worked with, and go over the different plural and oblique forms of the example nouns listed.

New Vocabulary (p. ??)

Go over the words listed in the Textbook, being sure students understand the use and meaning of each word. Additional grammatical and other information is listed below.

akā n, m irregular; **akāgān, akā, akāgāno.** literally "uncle"; used as title to address an unknown older man.
mālum adj.
pa _____ bānde preposition.
tso _____ ta warasege phrase.
zranda n f1.
dza vb. (command form).
laxtay n m3.
ghāṛa n f1.
puxtana waka vb. ask (command form).
dar form of pronoun.
dewāl m2.
tsalay m3.
wana f1.
gwal m2.
gagra f1.

karwanda f1.
chaman m2.
buţay m3.
tsawkay f2.
lār m2.
palpalaka f1.
wobə n, irregular m. **wobə, wobə, wobo**
laxtay m3.

Point out that the **bānde** of the prepositional phrase **pə _____ bānde** is often dropped in normal conversation.

Dialogue (p. 134)
Read through the dialogue with students, making sure that they understand the internal structure and meaning of the sentences that are not glossed. Here are idiomatic translations of those sentences:

de bārām khān nyāzi kalā dər ta māluma da? Is the kalā of Bārām Khān Niazi known to you?

de aghe wṛānde ghunḍay pə bekh ke da. It is at the bottom of that far hill.

kuma lār warghəla da? How do I get there?

da hamda laxti pə ghāṛa dza, tso plə ta wərasega. Go along the bank of this creek until you reach a bridge.

pə plə bānde porewza. Cross over the bridge.

məkhāməkh dza tso zrande ta wərasega. Go straight until you reach a mill.

pə zrande ke puxtəna wəka. Ask at the mill.

Continued tape presentation (p. 134)
The tape presentation continues with a conversation involving another set of directions. (Remind students that a **kutsə** is basically a country term and refers to any path, street, or alley between walls.) Play the presentation through as many times as students wish. There is almost nothing unfamiliar in this dialogue; students should be able, at the end of the presentation, to work up a map of the route Sam is told to take.

If students are unable to understand the dialogue, write it on the board; then play the presentation again.

Sam: **asalāmālaykum.**
Pashtun: **wālaykum. staṛay mə se.**
Sam: **khwār mə səy. de hāmid khān kor chera da?**
Pashtun: **amdāse məkhāməkh lāṛ sa.**
pə doyəme kutse ke xi lās ta tāw sa.
de laxti lə plə na həm ter sa.
alta yawa spina kalā da.
de kalā pə məkhe ke təl aləkān wi.
lə agho na puxtəna wəka.
de bārām khān kor wər ta mālum da..
Sam: **khayr wose. khwdāy pāmān.**
Pashtun: **pə məkha de xa.**

Fluency exercises: Tape exercise 1 (p. 135)
Play the exercise as many times as students require to become comfortable with pronunciation of the new words and phrases. Students by now should be able to pronounce the non-English Pashto sounds fairly well.

Tape exercise 2 (p. 135)
Play the exercise as many times as students require to become comfortable with pronunciation of the sentences.

Tape exercise 3 (p. 135)
These substitution drills will be difficult for students, as they are required to come up with the oblique form for the substituted nouns, since the Pashto speaker gives the direct form. For this reason, the "answers" to the drill sentences are included on the tape.

Tape exercise 4 (p. 135)
In this exercise, students are asked to take the two parts of the dialogue. Play the exercise several times and require students to perform in chorus at first, then individually, then individually from memory.

Further fluency and memory work
Pair students off. Have them each practice the dialogue from memory, then perform the dialogue for the class.

de jumle jorəxt (p. 136)

The layout of noun classes in the textbook summarizes all the information on the classes that students have been exposed to so far. Each class is exemplified by a familiar noun. Explain to students that the information is provided for them to refer to. Answer any questions they might have about the formation of plural and oblique forms of nouns they know. Point out that from now on, the class of all new nouns will be given, simplifying the presentation of new vocabulary. Additional information on each noun class is given in detail below:

Characteristics of m1 nouns: refer to animate males.
Direct singular usually ends in consonant; if not, final vowel drops before adding endings.
Direct plural: add ēn to direct singular
Oblique singular: same as direct singular
Oblique plural: add o to direct plural

Characteristics of m2 nouns: direct singular ends in consonant
Direct plural: add una to direct singular
Oblique singular: same as direct singular
Oblique plural: either add o to the direct singular, or change the a at the end of the direct plural form to o.

Characteristics of m3 nouns: direct singular ends in əy
Direct plural of last-syllable-stressed words: drop əy, add i
Direct plural of other words: drop əy, add i, or drop əy, add yēn
Oblique singular: same as direct plural
Oblique plural form for last-syllable-stressed words: drop əy of direct singular, and add əyo or o
Oblique plural form for other words: drop əy of direct singular, and add o

Characteristics of f1 nouns: direct singular ends in a.
Direct plural: drop final a of direct singular, add e
Oblique singular: same as direct plural
Oblique plural: change e of direct plural to o

Characteristics of f2 nouns: direct singular ends in əy
Direct plural: same as direct singular
Oblique singular: same as direct singular and plural
Oblique plural: add o to direct singular, plural

Characteristics of f3 nouns: direct singular ends in **ā**.
Direct plural: add **we** or add **gāne**
Oblique singular: same as direct singular
Oblique plural: drop **e** of either direct plural form, add **o**

Characteristics of f4 nouns: direct singular ends in **unke**.
Direct plural: same as direct singular
Oblique singular: same as direct singular
Oblique plural: drop final **e** of direct form, add **o**

Point out that a majority of the nouns in Pashto belong to either the m2 or f1 class.

Have students use the nouns listed as "Other _____ nouns you have learned" in sentences of their own construction. Encourage them to use the nouns with prepositions, e.g. **khat pə layliye ke də.** or in phrases showing possession, e.g. **de xowunki kitāb dəlta nə də.** As a student gives a sentence, ask him/her to change the sentence from singular to plural or the reverse, e.g.

Student: **khat pə layliye ke də.**
Teacher: How would you say that if you were talking about three letters?
Student: **khatuna pə layliye ke di.**

Have students construct sentences using the irregular nouns, as above.

It is suggested in the Workbook reading for the lesson that students go through their index-card dictionary and bring to class any nouns the class of which they aren't sure of. Talk about these nouns with students, classifying the nouns. If there are nouns belonging to classes not studied yet, explain as much to the students, and classify them as "irregular" for the moment. Have students use these nouns in sentences as above.

<u>"Try It" Exercise 1 (p. 139)</u>
Have students construct sentences along the models provided, using nouns from the lists in **de jumle jorəxt**.

"Try It" Exercise 2 (p. 140)

The purpose of this exercise is to demonstrate to students that they can often guess correctly what class an unfamiliar noun belongs to; for this reason, nouns that are for the most part new to students have been chosen for this exercise. Have students identify the class each noun belongs in, then guess at the plural and oblique forms. Students should have no trouble; the nouns are all regular. The classes and forms for the nouns are given below.

Direct singular	Direct plural	Oblique singular	Oblique plural
1. nyā f4	nyāwe/ nyāgāne	nyā	nyāwo nyāgān
2. saṛay m3	saṛi, saṛyān	saṛi	saṛo, saṛəyo
3. xāghəlay m3	xāghəli	xāghəli	xāghəlo
4. maktab m2	maktabuna	maktab	maktabuno/ maktabo
5. hafta f1	hafte	hafte	hafto
6. ḍoḍəy f3	ḍoḍəy	ḍoḍəy	ḍoḍəyo
7. qālina f1	qāline	qāline	qālino
8. qumandān m1	qumandānān	qumandān	qumandānāno
9. xədza f1	xədze	xədze	xədzo
10. degay m3	degi, degyān	degi	dego, degəyo

"Try It" exercise 3 (p. 141)

Point out to students that place names, as well as ordinary nouns, fall into classes too. Show how most of the names of cities and provinces they know are m2 nouns, the oblique singular forms of which are the same as the direct singular forms. This is why the difference between direct and oblique forms did not show up in the sentences in Unit 3 which involved prepositions. Oblique forms for the ten place names listed in the Textbook are:

Direct singular	Oblique singular
1. kābəl m2	kābəl
2. kandahār m2	kandahār
3. paktyā f3	paktyā
4. helmand m2	helmand
5. hirāt m2	hirāt
6. jalālābād m2	jalālābād
7. farā f3	farā
8. maymana f2	maymane
9. kunduz m2	kunduz
10. kwəṭa f2	kwəṭe

Further "Try it" Exercise

Have students construct sentences with some of the new nouns given in Exercise 1. Encourage them to make the sentences as complicated as possible and to use their imaginations. Write the sentences on the board, and discuss their structure with the students.

Conversation exercises as given in Textbook (p. 141)

1. Students draw a map of one of the open areas at DLI on the board, or if possible the class goes to one of the open areas. Students ask one another for directions to points on the map or in sight, on the following model:

Student A: **pārk chera da?**
Student B: (pointing) **alta da.**
Student A: **kuma lar warghəla da?**
Student B: **məkhāməkh lār sa.**

2. Each student chooses an open area known to everyone in the class (one of the playing fields at DLI, a park in Monterey, etc.), and works up a set of directions from one point to another in the open area. The additional vocabulary given in the **nəwi loghāt** section might be useful. Directions should start with a statement like **wos pə _____ yāstəy.** and should end with the question **wos chera yāstəy?** Each student gives his directions to the class, who then answer the question and critique the directions for accuracy.

Students might need additional vocabulary for the exercises; supply it for them, along with any grammatical information they need to use it properly in sentences. If verbs are needed, supply the command form.

tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

tsaloram dars:
pə kəlo ke de lāre paydā kawəl

Lesson 4: Finding Places in the Country

Lesson Overview

In this lesson, students are given the remainder of Sam's route to Bārām Khān's house, reviewing much of the vocabulary presented in the previous lesson. No new grammatical material is introduced; there is, instead, review work on the noun classes, and an extensive conversation exercise. The Pashto phrase **rādza tse ... dzu** is utilized in exercises as a diver-sion.

Teaching the Lesson

Scheduling: The first hour should start with a brief review of the noun classes. Then the dialogue should be introduced, and the tape presentation begun. The tape presentation and fluency exercises should occupy the second hour. The third hour should be given over to the writing lesson. The laboratory hour provides practice in following directions in a rural setting. The fifth and sixth hours should be spent reviewing the noun classes and on the conversation exercises.

Preparatory

Explain to students that the focus of this lesson is to provide additional practice in directions in the country and more practice with the noun classes.

Teaching Specific Lesson Elements

Review (p. 142)

Briefly go over the example noun for each noun class.

New Vocabulary (p. 143)

Go over the words listed in the Textbook, making sure that students understand the use and meaning of each. Additional grammatical and other information is listed below:

alaka n, m1.
la _____ **sara** preposition.
war pronoun, obl. form.

barābar ka vb (command form).
rāghle vb. form.
tsə question word.
pezane vb. form.
di mā prep. phr. (used instead of **me** when emphasis is on the speaker)
wə vb. form.
zwanday wose greeting phrase, an alternative to "thank you."
bār n, m2.
rəsturan n, m2.

wər and **wə** are listed because they occur in the dialogue in sentences which students can otherwise understand easily. Do not explain the structure of these words.

Point out that the phrase **di mā** is a possessive phrase (**di** is the form of **de** used with pronouns like **mā**), and that it comes before the noun.
di mā xowunkay = "my teacher"; focus on "my"
xowunkay me = "my teacher"

Explain that **lə _____ sara** often occurs without the **lə**.

Dialogue (p. 144)
Go through the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations are as follows:
de bārām khān nyāzi kalā chera da? Where is Bārām Khān's kalā?
əlaka wər sara lār sa. Boy! Go with him.
de bārām khān kalā ta ye barābar ka. Show him to Bārām Khān's kalā.
lə kum dzāya rāghle? Where are you coming from?
lə pexawəra rāghləm. I'm coming from Peshawar.
bārām khān sara tsə pezane? How are you acquainted with Bārām Khān?
zoy ye pə amrikā ke di mā de paxto xowunkay wə. His son was my Pashto teacher in America.
tə amrikāyi ye! You're an American!
wo, amrikāyi yəm. Yes, I'm an American.
agha jəga kalā de bārām khān da. That big kalā is Bārām Khān's.

Tape presentation (p. 145)
The presentation includes the usual recording of the dialogue given in the Textbook. It also includes an additional conversation, which students are asked to extract particular information from. Play the presentation through, stopping the tape after each question is asked and the conversation

is played, to give students time to discuss and write the answer to the question. Do not help the students out at this point; let them try to extract the information on their own. If, at the end of the presentation, they are lost, write the following sentences from the conversation on the board and work through them (idiomatic meanings are given):

de mahmud khān kor kum yaw da? Which one is Mahmud Khān's house?

amdāse makhāmakh lāṛ sa. Go straight this way.

byā hughe loye wane sara xi lās ta tāw sa. Then turn right at that big tree.

pa kutse ke wṛānde lāṛ sa. Go straight along the road.

chap lās ta de dreyama yā tsalorama dərwāza de mahmud khān da. The third or fourth door on the left is Mahmud Khān's.

Then play the presentation again.

Fluency exercises, Tape exercise 1 (p. 146)

Play the tape as many times as students need to become comfortable with the pronunciation of the phrases. If students need a little diversion, have them respond to the tape one by one, each student saying four or five phrases.

Tape exercise 2 (p. 146)

Play the tape as many times as students need to become comfortable with the pronunciation of the longer sentences and questions. If students need a little diversion, have them respond to the tape one by one, each student saying four or five phrases.

Tape exercise 3 (p. 146)

This exercise requires students to use prepositional phrases with simple commands. Play it as often as necessary for students to become comfortable with the substitutions.

Tape exercise 4 (p. 147)

Students should be able to take the various parts of the dialogue from memory, as it is a short one and the sentences are mostly review material from previous units.

Exercise 5 (p. 147)

This exercise requires students to use the prepositional phrases they know, along with the oblique forms of nouns, to answer the questions. Questions are either directly answered in the dialogue or can be inferred from it. Answers are as follows:

1. Sam **wos pə zrande ke da.**
2. Sam **de bārām khān kalā ta dzi.**
3. **de bārām kalā pə logar ke da.**
4. **logar pə afghanistān ke da.**
5. **zrandagəṛay aw alək pə zrande ke di.**
6. **na. de zrandagəṛi zoy de** Sam **de paxto xowunkay nə wə.** or
   na. de bārām khān zoy de Sam **de paxto xowunkay wə.**
7. **de** Sam **de paxto xowunkay pə amrikā ke da.**

Further fluency work

Have various combinations of students take the three parts of the dialogue and perform it from memory for the class.

"Try it" exercise 1 (p. 148)

Have students work through the listed nouns, identifying the noun by class (all are regular nouns), and supplying the plural and oblique forms. The classes and forms are as follows:

hafta	f1	**hafte**	**hafte**	**hafto**
spāyi	m1	**spāyān**	**spāyi**	**spāyāno**
amrikāyi	m1	**amrikāyān**	**amrikāyi**	**amrikāyāno**
dzāy	m2	**dzāyuna**	**dzāy**	**dzāyo, dzāyuno**
qalam	m2	**qalamuna**	**qalam**	**qalamo, qalamuno**
takhta	f1	**takhte**	**takhte**	**takhto**
xowunkay	m3	**xowunki**	**xowunki**	**xowunko**
māmur	m1	**māmurān**	**māmur**	**māmurāno**
tanzim	m2	**tanzimuna**	**tanzim**	**tanzimo, tanzimuno**
jabha	f1	**jabhe**	**jabhe**	**jabho**
qumandān	m1	**qumandānān**	**qumandān**	**qumandānāno**
kitābcha	f1	**kitābche**	**kitābche**	**kitābcho**
paxtana	f1	**paxtane**	**paxtane**	**paxtano**
shāgərd	m1	**shāgərdān**	**shāgərd**	**shāgərdāno**
kor	m2	**koruna**	**kor**	**koro, koruno**
dars	m2	**darsuna**	**dars**	**darsuno**
pınsəl	m2	**pınsəluna**	**pınsəl**	**pınsəluno**
sabaq	m2	**sabaquna**	**sabaq**	**sabaquno**
kəṛkay	f2	**kəṛkay**	**kəṛkay**	**kəṛkayo**
xowunka	f4	**xowunke**	**xowunke**	**xowunko**

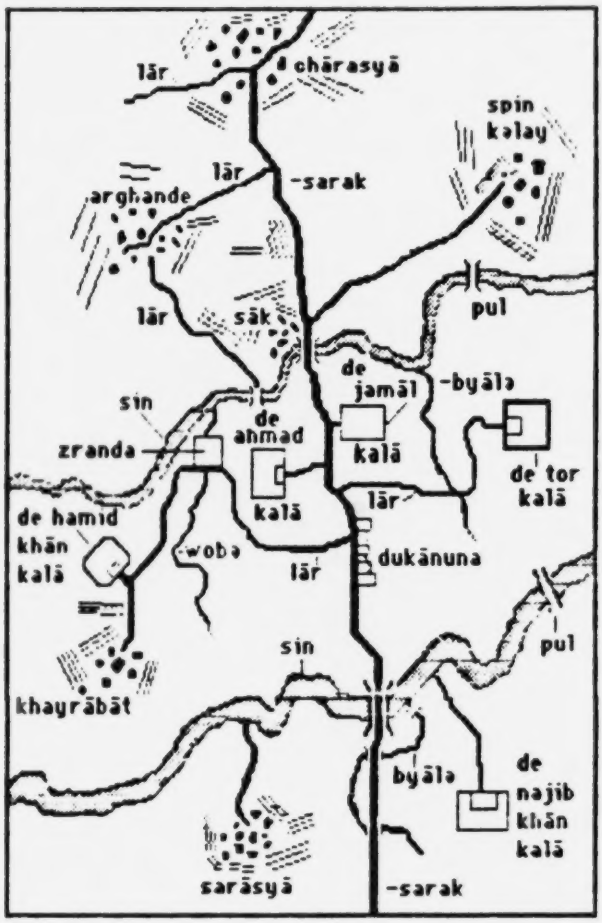
"Try It" exercise 2 (p. 149)
In the dialogue, the phrase **rādza tse dzu** occurred. Show students that the phrase can be expanded with a ___ **ta** phrase. Have them construct sentences suggesting places they'd like to go, e.g., **rādza tse peshawar ta dzu**. Furnish them with any nouns they need to say what they want to say, in addition to **bār** and **resturan** given in the **nəwi loghāt** section. Remind them that the oblique form of the noun should be used in the _____ **ta** phrase.

"Try It" exercise 3 and 4 (p. 149)
Have students construct sentences along the lines of the model, using real people in place of "Sam" and real places in the _____**ta** phrase, e.g. **xowunkay kafitirye ta barabar ka.** Remind them that the noun in the _____ **ta** phrase must be in the oblique form, and that the noun or name in the place of "Sam" is in the direct form.

Conversation exercises as given in Textbook (p. 150)
1. Students divide into pairs and work up a conversation beginning with
   rādza tse (somewhere) **ta dzu.**
   kuma lar̤ warghəle da?
and continuing with instructions as to how to get there. They perform their conversation for their classmates, who comment on the accuracy of their directions and their Pashto.

2. Students divide into pairs and work up conversations involving directions to places at DLI. The conversations start:
   Student A: (place) **der mālum(a) da?**
   Student B: **wo.**
   Student A: **kuma lār warghəle da?**
   Student B: (gives directions)

3. Using the field map reproduced below, each student works up a set of directions from one point to another. He/she gives those directions to the class, then asks **wos chera yu?** Other students answer, and critique the directions.



tsalorəma hafta:
lār xodəl aw de lare paydā kawəl

Unit 4: Giving and Getting Directions

pindzam dars: tıkrār

Lesson 5: Review

Lesson Overview

This lesson reviews the material taught in Units 3 and 4.

Teaching Specific Lesson Elements

Tape exercise 1 (p. 152)

The purpose of this exercise is to review the oblique forms of nouns. Play the exercise as many times as students request. If they have difficulty coming up with the correct form of the noun, stop the tape between words and give time for students to work out what the form should be.

Tape exercise 2. (p. 153)

This exercise provides additional practice in following directions. Play each taped set of directions as many times as students require to fill in the maps; then stop the tape and have students compare their maps. If desirable, put the map that everyone agrees on on the board. Then replay the directions to check the accuracy of the map. Repeat this procedure for each set of directions.

Exercise 3. (p. 155)

The purpose of this exercise is to review the plural and oblique forms of the most useful irregular nouns the students have learned. Have students fill in the plural and oblique forms of each of the irregular nouns listed. Then have them construct sentences with the nouns. As a student comes up with a sentence, ask him for the sentence if the noun is plural; ask for the corresponding question; ask for the corresponding negative. Forms for the nouns are as follows:

lur, luṇe, lur luṇo
amrikāyi (f) amrikāyāne, amrikāyi, amrikāyāno
kutsə, kutse, kutse, kutso
khwlə, khwle, khwle, khwlo
mujāhid, mujāhidin, mujāhid, mujāhidino
paxtun, paxtānə, paxtānə, paxtano
zoy, zāmən, zoy, zāmənoshpon, shpānə, shpānə, shpano
sərak, sərakuna, sərak, sərako/sərakuno
pul, pluna, plə, plo/pluno

bazgar, bazgər/bazgərān, bazgər, bazgəro/bazgərāno
motār,moṛər/moṭəruna, moṭər, moṭəro/moṭəruno
woba, woba, woba, wobo
akā, akāgān, akā, akāgāno

Exercise 4 (p. 156)

The purpose of the exercise is to review the plural and oblique forms of the noun classes. Have students fill in the class and the plural and oblique forms for the nouns listed, and if desirable, have students construct sentences with each noun as in Exercise 3. Forms for each are as follows:

dewāl m2: **dewāluna, dewāl, dewāluno/dewālo**
tsəley m3: **tsəli, tsəli, tsəlo**
wəna f1: **wəne, wəne, wəno**
gwəl m2: **gwəluna, gwəl, gwəluno/gwəlo**
gagra f1: **gagre, gagre, gagro**
karwanda f1: **karwande, karwande, karwando**
chaman m2: **chamanuna, chaman, chamanuno/chamano**
lār m2: **lāruna, lār, lāruno/lāro**
laxtey m3: **laxti, laxti, laxto**
bār m2: **bāruna, bār, bāruno/bāro**
rasturan m2: **rasturanuna, rasturan, rasturanuno/rasturano**
sinf m2: **sinfuna, sinf, sinfuno/sinfo**
zina f1: **zine, zine, zino**
pārk m2: **pārkuna, pārk, pārkuno/parko**
layliya f1: **layliye, layliye, layliyo**
kafitiryā f3: **kafitiryāgāne, kafitiryāwe/kafitiryāgāne, kafitiryā, kafitiryāwo/kafitiryāgāno**
mansabdar m1: **mansabdarān, mansabdar, mansabdarāno**

Exercise 5 (p. 157)

This exercise reviews the vocabulary associated with direction-giving and getting. Quickly review the vocabulary, which has been grouped into the following categories: phrases, commands, etc., used in asking for and giving directions, nouns referring to city geography, and nouns referring to country geography. Note that the words for "river" and "bridge" occur in both the city and country lists; remind students that Afghan cities are often built on the banks of rivers. Answer any questions students have about the range of meaning for each word, e.g., the differences between **kutsa, lār,** and **sarak**. Have students use the words in each category in sentences and questions, encouraging them to make "real" statements.

Suggestions on giving Two-Weeks' Test

Pass out Test Sheets. Give students 10 minutes to complete Part 1 of the test.

The taped presentations for the test are recorded on the Text tapes after Unit 4, Lesson 5.

For Parts 2 and 3, play each set of directions or conversation as many times as students request - - within reason. Four or five times per conversation should be adequate.

For Part 2, be sure students are far enough apart that they cannot swap answers.

A suggested grading point system:

Part 1, A. 2 points per sentence: 1 for accuracy of answer, 1 for correctness of construction, details.

Part 1, B. 2 points per sentence: 1 for overall construction of sentence, 1 for correctness of details.

Part 2. 5 points per trip. 4 points for correct location, 1 for correctness of details.

Part 3. 5 points per answer. 3 points for correct answer, 2 for correctness of construction, details.

Key

Part 1

A. Answers here will be determined by personal circumstances of students.

B. Write Pashto sentences.

1. **de kutse pə khwle ke wədarega.**
2. **məkhāməkh lāṛ sə tso layliye tə warəsege.**
3. **pə sərək ke xi lās tə tāw sə.**
4. **wāṛə ye zəmən di kə luṇe?**
5. **rādzə tse dərs tə dzu.**
6. **məkhāməkh lār sə byā xi lās tə tāw sə..**
7. **tə de əfghānistān ye?**
8. **kəli xāysta di.**
9. **təgəy ye.**
10. **məlgəri de pə dukānuno ke di?**

Part 2

Trip no. 1: pə F ke yəm.
Trip no. 2: pə 6 ke yəm.
Trip no. 3: pə spin kəli ke yəm.
Trip no. 4: pə sərāsyō ke yəm.

Part 3

Conversation 1.

1. de Sam məlgəray dre wāṛə lari.
2. yaw ye atə kalan da, yaw ye tsalor kalan da aw yaw ye dwa kalan da.
3. de logar da.
4. de gelāni de tanzim da.
5. wo, paxtun da.

Conversation 2

6. saṛi pə kor ke di.
7. dukāndār dwa wāṛə larxx.
8. de dukāndār zoy shpag kalan da.
9. dukāndār zadrāṇ da.
10. pexawar ta lāṛ sa.

Pashto **Name** _____

Units 3 and 4, Two weeks' test **Date** _____

Part 1

A. Answer the following questions in Pashto. Give true answers.

1. **de kum dzāy ye?** _____
2. **ta tsok ye?** _____
3. **wāṛa lare?** _____
4. **dalta tsa kār kawe?** _____
5. **tankhā de tso da?** _____

B. Write Pashto sentences:

1. Tell a friend to stand at the mouth of the alley.

   _____

2. Tell someone to go straight until he reaches the barracks.

   _____

3. Tell someone to turn right at the paved street.

   _____

4. Ask someone if his children are boys or girls.

   _____

5. Suggest to a friend that you go to class.

   _____

6. Tell someone to go straight, then turn right.

_____.

7. Ask someone if he is from Afghanistan.

_____.

8. Tell someone that the villages are pretty.

_____.

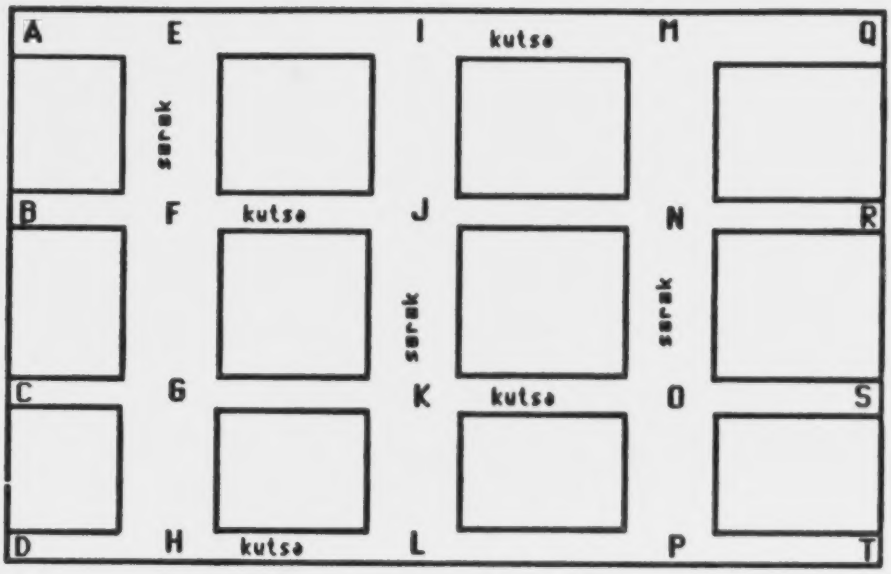
9. Tell someone he is thirsty.

_____

10. Ask someone if his friends are at the shops.

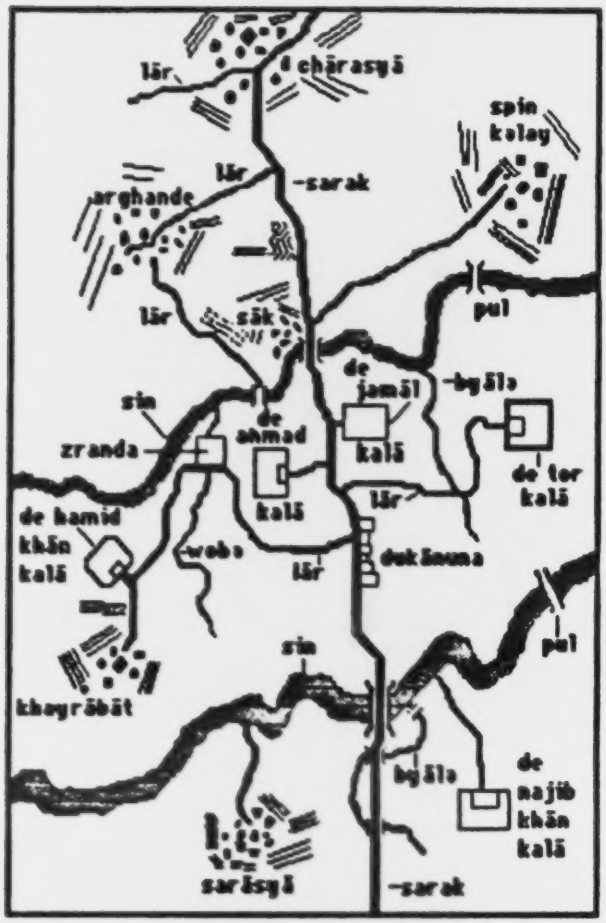
_____

Part 2



Trip no. 1. **wos chera ye?** _____

Trip no. 2. **wos chera ye?** _____



Trip no. 3. **wos chera ye?** _____

Trip no. 4. **wos chera ye?** _____

Part 3

Conversation 1.

1. de Sam malgaray tso wāṛa lari? _____
2. wāṛa ye tso kalan di? _____
3. de Sam malgaray de kum dzāy da? _____
4. de Sam malgaray de kum tanzim da? _____
5. de Sam malgaray paxtun da? _____

Conversation 2

6. saṛi pa sarak ke di ka pa kor ke? _____
7. dukāndār tsa wāṛa lari? _____
8. de dukāndār zoy tso kalan da? _____
9. dā dukāndār tsok da? _____
10. dukāndar chera dzi? _____

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

awal dars: mosəmuna

Lesson 1: The Seasons

Lesson Overview

In this lesson, students are introduced to the Pashto system of seasons and months. They are also re-introduced to the concept of grammatical agreement, and are shown the oblique forms of adjectives. The dialogue contains a heavy load of new vocabulary, including the names of the months, which will be difficult to memorize. The grammar work is correspondingly light, and should not be difficult for the students.

Preparatory

Briefly explain to students the focus of the unit--on the major units of time, i.e. the seasons and months, and on talking about habitual activities using the verb **wi**. Also go over the lesson goals, and explain that the major focus of the lesson will be on the vocabulary and dialogue.

Notes on Teaching Specific Lesson Elements

Review (p. 158)

Review the adjectives listed in the Textbook, reminding students that adjectives, as well as nouns, have different forms in different contexts. Students will undoubtedly need a review of Unit 3, Lesson 4, in which the different masculine and feminine, singular and plural forms for most of the adjectives they have learned, are given.

Explain that this review will prepare students for adjective classification, much like the noun classification they learned in Unit 4.

New vocabulary (p. 159)

Discuss each word, making sure students understand the use and meaning of each. Additional grammatical information on the words is given below. Underlined syllables are stressed.

amuman adv.
awā n, f3.
ḏer, adj. ms. & pl. **dera,** fs, **ḏere,** fpl.
kāl n, m irreg. **kaluna, kāl, kaluno**
mosəm n, m2.
mənay n, m3.
myāst n, irreg. f. **myāste, myāste, myāsto**
narma adj. ms. & pl., fs. **narme** fpl.
nawroz n, m sg. dir. & obl. No plural forms.
nən adv.
pəsarlay n, m3.
shuro kegi vb. form
soṛ adj, ms. **sāṛə** mpl. **saṛa** fs. **saṛe** fpl.
tod adj. ms. **tādə** mpl. **tawda** fs. **tawde** fpl.
tsə wakht phr.
wakht n, m2.
wāyi vb form.
wi vb. 3s. and pl. form, habitual counterpart of **da.**
wradz n, irreg. f. **wradze, wradze, wradzo**
zəmay n, m3.

di mā	**di mung**	Paradigm for the emphatic possessive pronouns.
di tā	**di tāse**	
di də	**di duy**	
di de		

ḥamal n,m2	**saratān** n,m2	**mizān** n,m2	**jadi** n,f irreg.
sawar n,m2	**asad** n,m2	**aqrab** n,m2	**dalwa** n,f1
jawzā n,f3	**sunbula** n,f1	**qaws** n,m2	**ḥut** n,m2

Pronounce the words for the students, making sure they stress the correct syllables. Explain that **ḥamal** and **ḥut** both begin with the Arabic **ḥ**, and that **ḥ** is usually not pronounced by uneducated speakers of Pashto: in the rural areas, the two months are pronounced **amal** and **ut** respectively.

Point out the following:

wi is the habitual counterpart to the verbs **da** and **di** which students learned in Units 2 and 3. **wi** is used when talking of actions that happen regularly.

Students have seen **myāst** before, in the sentence **tankhā me de myāste nizde dwa zara awghānay da.** . Students have also seen the words **shuro** and **wakht**, in Unit 1 in the sentence **de shuro wakht da** and others. They now know enough Pashto to understand the internal structure of these sentences.

The names of the months are all regular nouns except **jadi**, for which both the direct and oblique singular forms are **jadi**.

Dialogue (p. 160)
In this dialogue, Sam is visiting Atiqullah Niazi (in Unit 4, Lesson 2, Sam was given directions to find Atiqullah's house).

The sentences in the dialogue are long, but are simple in structure; most of them are along patterns students learned in Unit 2. Once students have mastered the vocabulary, they should not have any trouble understanding the overall meaning of the sentences. Idiomatic translations are as follows:
nan awā ḏera tawda da. It's very hot today.
xa tawda da. Very hot.
dalta awā amuman tsanga wi? What's the weather generally like here?
pa pasarli aw mani ke awā ḏera xa aw narma wi.
In spring and fall the weather is very good and mild.
pa woṛi ke awā tawda wi aw pa zami ke bikhi saṛa wi. In summer, the weather is hot, and in winter it's very cold.
di tāse kāl tsa wakht shuro kegi? When does your year start?
di mung kāl de ŋamal de myāste pa awala wradz shuro kegi. Our year starts on the first day of the month of ŋamal.
dā de pasarli de mosam awala wradz ham da. That's also the first day of spring.
de ŋamal de myāste awale wradze ta nawroz wāyi. The first day of the month of ŋamal is called Nawroz.

Questions on the conversation (p. 160)
Have students refer to the dialogue for answers to the questions.

Tape presentation (p. 161)
The tape presentation begins with the usual presentation of the dialogue. It continues by having the dialogue information - names of the seasons and months, the weather for each season, and the correspondence between Nawroz and March 21st - presented as part of a longer lecture, much of which is beyond the students' capability. All students are required to do, however, is note which "set" of information comes first, second, and third,

which they should be able to do, as they will recognize the relevant vocabulary items. The text of the lecture is as follows:

arkāl tsalor mosəma lari - pəsarlay, woṛay, manay, zəmay. armosəm dre myāste də. de pəsarli dre myāste ĥamal, sowar aw jawzā di. de woṛi dre myāste saratān, asad aw sunbula di. de məni dre myāste mizān, aqrab aw qaws di. aw de zəmi dre myāste jadi, dalwa aw ĥut di.

pə pəsarli aw məni ke awā xa aw narma wi. pə woṛi ke awā tawda aw pə zəmi ke saṛa wi.

pəsarlay de gwalāno mosəm də. woṛay dzine mewe aw fasluna pakhegi. manay de mewo mosəm də. de afghanistān ḍere mashhure aw khwage mewe laka angur anār khaṯaki pə amde mosəm ke pakhegi zəmay de wāwro mosəm də.

de pəsarli awala wradz de march la yawistəme wradze sara barabara də. tso kāla kegi tse pə wurupā aw amrikā ke dā wradz de afghanistān de wradze pə nāma pezandal səwe də. matlab ye pə shorawyāno bānde de siyāsi fishār achawal di.

Fluency practice, Tape exercise 1 (p. 162)
Students have a double task here: to remember the word, and to say it in its oblique form. Play the exercise as many times as they require to get the words right.

Tape exercise 2 (p. 162)
Be sure students understand that the use of the **di** _____ possessives gives an emphasis to the sentence--hence the exclamation point in the sentence given in the Textbook.

Tape exercise 3. (p. 162)
This exercise provides additional exposure to the material in the dialogue via simple questions which can be answered by saying **wo** or **na** and repeating the sentence. Play the exercise as many times as necessary for students to become comfortable giving answers.

Further fluency work
1. Ask students questions along the lines of **pə ĥamal ke awā tawda wi?** and have them answer either **wo** or **na**. Continue (it might help to write the seasons with their months on the board) until students are quick to identify the month and its season. Then ask the same kinds of questions, but require students to answer in complete sentences: if a negative answer is given the student should explain what kind of weather exists during the month (e.g. **na, pə ĥamal ke awā narma wi.**)

2. Have students try to say the months in order from memory. Ask them for the spring months first; then the summer, fall and winter months. Then ask for the spring and summer months together, then the fall and winter months. Finally, ask for all twelve months.

Personalizing the lesson

Ask each student in turn where he/she is from, then ask about the weather there during the different seasons. (This activity can be postponed until Lesson 2, when additional vocabulary will be available to students.) Have students answer the questions using the vocabulary and phrases from the dialogue.

Teacher: Gary, **de kum dzāy ye?**
Gary: **de** Wisconsin **yəm.**
Teacher: **alta awā pə pəsarli ke tsanga wi?**
Gary: **alta pə pəsarli ke awā saɽa wi.**
Teacher: **pə woɽi ke ham awā saɽa wi?** etc.

Grammar box (p. 163)

The phrases in the box illustrate the changes in adjectives according to the number and form of the noun. Explain to students that an adjective can have up to eight different forms, and that the form used at any one time depends on the noun that the adjective modifies. Show students how, in the sentences under the grammar box, the form of the adjective **xa** changes depending on the gender, number and form of the nouns **kāl**, which is masculine, and **myāst**, which is feminine.

"Try it" exercise 1 (p. 164)

Have students use the adjectives they have learned in the lesson, to construct questions and answers following the models. Supply the plural and oblique forms of the adjectives as necessary.

"Try it" exercise 2 (p. 164)

Have students use the adjectives they have learned in previous lessons to construct questions and answers about their friends and teachers following the models. Supply the plural and oblique forms of the adjectives as necessary.

Conversation exercises, as given in Textbook (p. 165)

1. Students divide into pairs and work up a conversation about the seasons and the weather in their home towns. The conversation should start out with the question **de kum dzɑ̃y ye?** Students perform their conversations for the class.

2. Variation on "Buzz."

Student A: **ħamal**
Student B: **sawar**
Student C: **jawzɑ̃**
Student D: **saratɑ̃n**
Student E: **asad**
Student A: **sunbula**
Student B: **mizɑ̃n**, etc.

Continue at a fast pace (clap to establish the beat if you wish) through the months of the year. If a student gives the wrong month, or can't keep up the rhythm, he is out. Keep going through the months until there is only one student left. Declare him the winner.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

doyam dars:
pə kābəl ke pəsarlay aw woṛay

Lesson 2: Spring and Summer in Kabul

Lesson Overview

In this lesson, students learn about picnic/festivals around Kabul. The lesson also completes the presentation of adjective agreement begun in Unit 5, Lesson 1. Adjective classes are given, and the relationship between the various adjective classes and their noun class counterparts is shown. The focus of the grammar part of the lesson is on memorization of example adjectives in each class.

Preparatory

Briefly review the previous lesson's discussion of adjective agreement, and explain that in this lesson, students will learn the various forms of adjectives and the adjective classes. Point out that adjective classes are parallel to noun classes.

Teaching Specific Lesson Elements

Review (p. 166)
Quickly review the names of the months.
Review the concept of adjective agreement.

New Vocabulary (p. 167)
Discuss each word with students, making sure they understand the meanings. Grammatical and other information is given below. Stressed syllables are underlined.

asmān n, m2.
bād lagegi, phr.
bārāni adv.
bikhi adv.
dara n, f1.
daxta n, f1.
de pronoun

ghar n, m irreg. **ghruna** dir. pl. **ghra** obl. sg. **ghro, ghruno** obl. pl.
hetskala adv.
khalak n, m dir. pl. **khalko**, obl. pl. No singular forms.
kho conjunction
khog adj, irreg. **khwāga, khwāga, khwago**; feminine forms regular.
kala kala adv.
loba n, f1.
mela n, f1.
mele kawi/mela kegi phr.
muhim adj., 1
rā adv.
rādza phr. literally "come", but in this context it means "really" or "actually."
shin adj, irreg. **shna, shna, shno**; fem. forms regular f1.
sporţ n, m2.
tra n, m irreg. **truna**, pl. and obl. sg. **tro, truno** obl. pl.
tal adv.
wāwra n, f1.
wāwra woregi phr.

paghmān n, m2
sālang n, m2
gwalesurkh phr.
khojasafa phr.

Pronounce the new words for students, focusing their attention on the stressed syllables.

For the new nouns, ask students to form short sentences with the plural and oblique forms, as a review and to ensure that they recognize these forms as variations on the direct singular form.

Students have seen the word **bikhi** before, in the phrase **bikhi xa ye?** in Unit 2.

Dialogue (p. 168)
Set the stage for the dialogue: Amān, Atiqullah Niazi's nephew, has come to Atiqullah's house to visit. The conversation takes place as he meets Sam.

Explain the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations of the sentences without translations in the Textbook are as follows:

dā di mā de tra zoy amān da. This is my cousin Amān.

dā xāghalay Sam da. This is Mr. Sam.

xa swa tse wume lide. It's nice to meet you.

ḏer xa wakht rā warasede. You came at a very good time.

pasarlay de kābal ḏer xa mosam da. Spring is a very pretty season in Kabul.

awā bikhi xa wi, lobe aw sporţuna shuro kegi, khalak daxto, ghro aw daro ta dzi. The weather is especially good, sports and games start, and people go to the plains, mountains and valleys for picnics.

de melo mashhur dzāyuna kum di? Which are the famous sites for picnics?

pa kābal ke de khoja safa mela ḏera mashhura da. In Kabul the Khoja Safa site is very famous.

kho pa pasarli ke ḏera loya mela pa mazār ke kegi. But in spring the biggest picnic is at Mazār.

de mela ta gwalesurkh wāyi. This picnic is called Gwale Surkh.

de mela ta de ţol afghanistān khalak dzi. People from all Afghanistan go to this picnic.

dā yawa zaŗa mela da. It's an ancient picnic.

de woŗi de melo dzāy chera da? In summer where are the picnic sites?

de woŗi de melo ḏer muhim dzāy paghmān aw sālang di. The important picnic sites in summer are Paghmān and Sālang.

de dwāŗo dzāyuno awā ḏera xa wi. The weather at both sites is very good.

woba ye saŗe aw khwage di. The water (of the creeks) is cold and sweet.

Questions on the dialogue (p. 169)

Have students answer the questions orally, referring to the dialogue for answers.

Tape presentation (p. 169)

Play the presentation as many times as students request.

Fluency exercises. Tape exercise 1 (p. 170)
The purpose of this exercise is to provide students with practice in using some of the new vocabulary of the lesson. In some of the sentences, students are required to furnish the oblique singular or plural form of the noun. Play the exercise as many times as necessary for students to do so comfortably.

Tape exercise 2 (p. 170)
These introductions involve all the words for friends, relatives, etc., taught in the materials so far. Play the exercise as many times as necessary for students to become comfortable in using the sentence patterns.

Tape exercise 3. (p. 170)
This exercise provides more exposure to the sentences of the dialogue, via yes/no questions. Play the exercise as many times as necessary for students to answer the questions easily.

Further fluency work
Have various combinations of students take the three parts of the dialogue and try to perform it from memory for the class. Give special credit to anyone who manages to take Amān's part from memory.

Personalizing the lesson
Have students perform introductions, using the formula **dā di mā** _____ (name) **da**. Have them introduce you, themselves, etc. If necessary, provide them with the word **malgare**, the feminine counterpart of **malgaray**.

Grammar box (p. 171)
In the box and in the lists under it, adjectives the students have learned are grouped into classes according to the way in which the plural and oblique forms are constructed. Explain to students that from now on, the class of a new adjective will be given, in the same way that the class of a new noun is given, and that such information will allow students to use the adjective correctly in sentences.

Explain that some of the classes have only one or two adjectives in them at present; as students learn more vocabulary, the number of adjectives in each class will of course become larger.

In the phrases below, have students orally fill in the blanks with the appropriate forms of adjectives from the lists. Be sure the phrases make sense, i.e., do not accept such combinations as **de khwago dzāyuno**...

__(adjective)__ **zda kawunkay**...

__(adjective)__ **zda kawunke**...

__(adjective)__ **lur**...

__(adjective)__ **luṛe**...

de __(adjective)__ **malgari**...

de __(adjective)__ **malgaro**...

pa __(adjective)__ **dzāy ke**...

pa __(adjective)__ **dzāyuno ke**...

"Try it" exercise 1 (p. 173)
Have students create sentences by putting different adjectives into the blanks.

"Try it" exercise 2 (p. 173)
Have students construct questions and answers along the lines of the models provided.

Conversation exercises, as given in Textbook (p. 174)
1. Each student works up a description of the weather in his/her home town and tells the others about it. Include variations according to month and season, and use the new vocabulary in the lesson.

2. Students carry on a conversation in Pashto about where they go for picnics or cookouts (the word **mela** can be used for both) in their home towns.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

dreyam dars:
pə logar ke pəsarlay aw woṛay

Lesson 3: Spring and Summer in Logar

Lesson Overview

In this lesson, students are introduced to farming, the major occupation of Pashtuns. Information about crops and planting times is presented in terms of activity in spring and summer. The dialogue presenting this information is long, and contains extensive new vocabulary.

Students are also introduced to the present tense verb forms. The grammar section in this lesson focuses mostly on recognition of verbs in sentences and questions from previous units. Students should have no difficulty understanding the use of the tense, and should find it a relief to be able to use other verbs besides the Pashto "be."

Preparatory

Point out to students that the scene of this lesson is back in Logar, where Sam is staying with Bārām Khān. Explain the importance of farming to Pashtun culture.

Also point out to students that in this lesson, they will start learning to understand and use verbs other than "be," and that they will learn to talk about actions going on now and actions that go on all the time.

Teaching Specific Lesson Elements

Review (p. 175)

Go over the sentences listed in the Textbook, reminding students of their meanings if necessary. The sentences with identical verbs in them are grouped together.

New Vocabulary (p. 176)

Discuss each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

bādrang m. irreg. all forms the same except **bādrango**, obl. pl.

bāze adj., 6.

ləsəl m irreg. **ləsluna, ləsəl, ləsluno.**
ghənəm n, m irreg. all forms same except **ghənəmo**, obl. pl.
ghaṭ adj., 1
jwār m pl. irreg.. **jwāro** pl. obl. singular forms not used.
kar- vb. stem.
karəl keg- vb. stem.
karwanda f1.
kaṭ m2.
keg- vb. stem.
ken- vb. stem.
kenaw- vb. stem.
khaṭakay m3.
khog adj., irreg. **khwāge, khwāge, khwāgo**; fem. forms regular f1
lalmay m3. always plural.
melma m. irreg. **melmāna, melma, melmano** guest, visitor (male)
(melmana f1. female guest or visitor)
nāzak adj., 1.
nore adj., m and fpl. (never used with singular noun)
reb- vb. stem.
shawtala f1.
shola n, f1.
soray m3.
tarkāri f irreg. **tarkāray, tarkāri, tarkārayo.** Almost always used in the singular form.
worbəsha f1. always plural.
yindwāna n, f1.

Dialogue (p. 177)
Set the stage for the dialogue, by explaining that Sam has gone from Bārām Khān's kalā to visit Māmut Khān. Sam and Māmut Khān are sitting outside, on cots underneath a tree or in some other shaded area. Explain that they can see various people at work.

Explain, or if possible have students explain, the sentences and phrases of the dialogue, ensuring that they understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:
Sam **de bārām khān melma da.** Sam is Bārām Khān's visitor.
rādza tse zə aw tə sori tə kenu. Let's you and me sit in the shade.
pə dā bal kaṭ kena. Sit on that other cot.
amin shawtala rebi. Amin is reaping the clover.
hamid tsə shay kari? What is Hamid sowing?

hamid jwār kari. Hamid is sowing corn.
jwār pə woṛi ke kərəl kegi? Is corn sown in summer?**wo, pə woṛi ke kərəl kegi.** Yes, it's sown in summer.
nor fəsluna tsə wəkht kərəl kegi? When are other crops sown?
lalmi, worbəshe, tərkāri, khaṭaki aw yindwāne aw bāze nor shayān pə pəsərli ke karu. We plant wheat, barley, vegetables, melon and watermelon, and other things in the spring.
jwār aw shole pə woṛi ke karu aw ghanəm aw shawtala pə məni ke karu. We plant corn and rice in the summer, and winter wheat and clover in the fall.
dəlta khaṭaki kegi? Are melons raised here?
wo, khaṭaki mo həm ḍer nāzək aw khwāgə di. Yes, our melons are both very good and crisp.

Questions on the conversation (p. 178)
Have students answer the questions orally, referring to the conversation for the answers.

Tape presentation (p. 178)
Play the tape presentation of the dialogue as many times as students request.

Fluency work, Tape exercise 1 (p. 179)
This exercise provides practice with the crop names. Play it as many times as students need to become fluent with the substitutions.

Tape exercise 2 (p. 179)
This exercise provides practice in using the present tense endings. Play it as many times as students wish.

Tape exercise 3 (p. 179)
This exercise provides more experience with the sentences in the dialogue, via simple questions and affirmative answers. Play the exercise as many times as necessary for students to become comfortable answering the questions.

Further fluency and memory work
Have various combinations of students take the parts of the dialogue and perform it from memory for the class.

Grammar box on present tense personal endings (p. 180)
The verb forms in the sentences in the box show the personal endings of present tense verbs. The sentences and their translations underneath the box demonstrate that in Pashto, the present tense can translate either as English simple present or as English present continuous. None of this will pose problems for the student.

Have students give the personal forms for the following verbs:

lar-	**kar-**
rāghl-	**karal keg-**
dz-	**kaw-**
keg-	**shuro keg-**
pezan-	

Questions and Negative Sentences (p. 181)
The sentences listed here should cause no problems for students. Using the verbs listed above, have students construct negative sentences and questions. Be sure that they pronounce the questions with the appropriate intonation.

"Try It" exercise 1 (p. 182)
Have students furnish the negative and question equivalents of the sentences. Be sure that they make a distinction in pronunciation between the positive and negative sentences.

"Try It" exercise 2 (p. 182)
Have students ask and answer the questions in the text, varying the person they are asking about, e.g.

Q: (pointing to oneself) **wāṛə larəm?**
A: **na, wāṛə nə lare ye.**
Q: (pointing to teacher) **wārə lari?**
A: **wo, lari ye.**, etc.

Conversation exercise as given in Textbook (p. 183)

1. Using the chart below for reference, students divide into pairs. One plays the part of Sam, the other the part of Māmut Khān. Sam asks Māmut Khān when he (or they) plant and harvest various crops. Māmut Khān answers.

pə pəsərli ke kərəl kegi:	pə woṛi ke kərəl kegi:
lalmi	shola
worbəshe	jwār
tarkāri	
khaṭaki	pə məni ke kərəl kegi:
yindwāne	ghənəm
bādrang	shawtala

This exercise is set up so that the student playing Sam has to use the **-e** or **-əy** personal ending on the verbs in his questions, and the student playing Māmut Khān has to use the **-u** or **-əm** personal ending on the verbs in his answers.

2. Students divide into pairs. One plays the part of a Pashtun living in Kabul, the other the part of a Pashtun living in Logar. They work up a conversation about spring and summer weather and activities in the city and the country, and perform it for the class.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Everyday Life

tsaloram dars:
pə logar ke mənay aw zəmay

Lesson 4: Fall and Winter in Logar

Lesson Overview

In this lesson, students learn about fall and winter activities in rural areas in Afghanistan via a conversation between Sam and a young friend. The dialogue contains a heavy new vocabulary load, but the sentences are simple and therefore should not present problems.

Students are also learning the present tense forms of the verbs they have previously learned as command forms, particularly compound verbs with **ka** and **sa**.

Preparatory

Tell students that in this lesson they will find out what happens during the winter in rural Afghanistan, and that they will continue work on the present tense forms of verbs.

Teaching Specific Lesson Elements

Review (p. 184)
Quickly remind students of the present tense verb forms.
Review the meanings of the commands listed.

New Vocabulary (p. 185)
Discuss each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

ərtsə pronoun.
dawām lar- compound verb stem.
gaḍā n, f3.
ka conjunction.
kār n, m2.
khānd- vb. stem.
lwan- vb. stem.

majlas kaw- compound verb stem.
mājat n, m2.
māspaxin n, irreg.
mundz n, irreg. **mandzuna, māndza, mandzo/mandzuno**
pa tera byā phr.
pazṛapore phr. = **pa zṛe pore**
rixtyā n., f3.
sahār n, irreg.
sandara n, f1.
sāz n, m2.
shpa n, f1.
spingiray n, m3.
spakeg- compound verb stem.
takhmin adv.
teraw- vb. stem.
tereg- vb. stem.
wāda n, irreg. **waduna, wāda, wado, waduno**
wredz adj., 1.
wrusta la _____ na prep.
wugd adj, 1.
zyāt adj. 6.

Point out the following:
wakhta is a special plural form used with numbers.
loyān here is the m2 plural added to the adjective **loy** "big."
lobe kaw- literally "make game," means "play."
sara wāy- literally "each other tell," means "talk to each other about."
kār kaw- is a combination of **kār**, "work," and **kaw-** "make, do." Together they mean "work," "do work," or "make work." Students have seen the phrase in Unit 3's **dalta tsa kār kawe?**

Dialogue (p. 186)
Set the stage for the dialogue by explaining that it takes place as Sam and Tor are on their way to visit someone.

Explain, or have students explain, the sentences and phrases of the dialogue, ensuring that they understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:
laka tse pa woṛi ke tāse khalak ḍer zyāt kār kaway. It looks like your people have a lot of work during the summer.
pa pasarli aw woṛi ke kāruna ḍer zyāt wi. In the spring and summer the work is very heavy.

pə məni ke kāruna spəkegi. The work lightens up in the fall.
de məni de mosəm yawa ḏera pazṛəpore pexa waduna di. One interesting aspect of the fall season is the weddings.
rixtyā, dəlta wāduna tsənga wi? What are weddings like here, by the way?
wāḍə dwa dre shpe wugd wi. A wedding lasts two or three nights.
saz, sandəre aw gaḏā dwa-dre wradze dawām lari. Music, songs and dancing continue two or three days.
waduna takhmin ṯol pə məni ke kegi. Almost all weddings happen in the fall.
zəmay tsənga teregi? How does winter pass?
pə zəmi ke ərtsə pə wāwro paṯ wi. In winter, everything is covered with snow.
khələk bikhi bekāra wi. People are really idle.
saṛi pə tera byā māmut akā ghunde spingiri pindzə wakhta māndzə tə mājət tə dzi. The men--especially elders like Uncle Māmut--go to the mosque for prayers five times (a day).
əlakān həm sahār aw māspaxin mājət tə dzi, sabaq lwani, nora ṯola wradz lobe kawi. Boys also go to the mosque in the morning and afternoon; they study lessons and the whole rest of the day they play.
kə əsmān wredz wi loyān wrostə lə māndzə na həm ḏer wakhi pə mājət ke terawi, majlas kawi. If the sky is cloudy the men spend a lot of time in the mosque after prayers, making conversation.
tsə sara wāyi? What do they talk to each other about?
dwāṛa khāndi. Both laugh.

Questions on the conversation (p. 187)
Have students answer the questions orally, referring to the conversation for answers.

Tape presentation (p. 187)
Play the taped conversation as many times as students request.

Fluency practice. Tape exercise 1 (p. 188)
The purpose of this exercise is to work with some of the new vocabulary, using it in sentences from previous lessons. Play the exercise as many times as students need to be comfortable saying the sentences.

If students have not noticed, point out that in the phrase **rādzə tse dzu**, the **dzu** is the "we" form of the present tense.

Tape exercise 2 (p. 188)
The purpose of the exercise is to further familiarize students with the sentences used in the dialogue via simple questions and answers. Play the tape as many times as required for students to become comfortable answering the questions.

Further fluency and memory work
Have various combinations of students take the three parts of the dialogue and perform it, from memory if possible, for the class.

Present tense forms of compound verbs with **ka** and **sa** (pp. 189 and 190)
The purpose of the example sentences is to show students the present tense of compound verbs with **ka** and **sa**, the command forms of which they have learned in previous lessons. Students have already read about compound verbs (i.e., verbs consisting of more than one word, like **karār sa, khlās ka**, etc.) and have seen the "rules" for forming the present tense in the Workbook discussion for the lesson. Explain again, however, that when the first word of the command form ends with a consonant, the present tense form is one word (e.g., **tikrār ka/tikrārawam, khlās ka/khlāsawam**.) If the first word of the command form ends with a vowel, the present tense form is two words (e.g., **raṇā ka/raṇā kawam, sayi ka/sayi kawam**).

Under each set example sentences is a list of the relevant compound verbs that the students have already learned, with the present tense forms.

Have students construct sentences with the verbs listed. Also ask them to provide the parallel questions.

If necessary, have students give the personal endings for each verb, e.g. **tāwegam, tāwege, tāwegi, tāwegu, tāwegay**.

"Try it" exercise 1 (p. 191)
The purpose of this exercise is to reinforce the relationship between the command forms and the present tense forms of the verbs the students have learned in previous lessons. Continue the "chain" until students are comfortable alternating the command and present tense. Then have students take your place.

"Try it" Exercise 2 (p. 191)
Have students ask and answer questions along the lines of the models. Encourage them to exploit the vocabulary they know to ask original questions.

"Try it" exercise 3 (p. 192)
Have each student in turn answer the questions. Encourage originality and humor.

Further "Try it" Exercise
Have students describe classroom activities in sentences with the compound verbs. Ask for real-life comments, e.g.

məlgaray me wos ţep na chālānawi.

Conversation exercise as given in Textbook (p. 193)

Students carry on a conversation about the seasons and weather in their home towns and (vocabulary will be limited here) seasonal activities. Include phrases like **tal, hetskala, māspaxin, sahār, kala kala, ka wāwra woregi, ka bād lagegi, ka asmān shin da,** etc. Include in the conversation questions about the weather in other students' home towns, e.g., **pa** Seattle **ke kala kala asmān shin wi?**, etc.

Here, encourage the students to converse, ad-libbing rather than preparing sentences. They will find this extremely difficult at first.

pindzəma hafta:
de wradzani zwənd pə bāra ke khabəre

Unit 5: Talking about Daily Life

pindzam dars: tıkrār

Lesson 5: Review

Lesson Overview

In this lesson, students review material covered in the four previous lessons of the unit. They also review command forms learned in Units 1 and 4, and adjective and noun forms. The review ends with guided conversation on things happening in the classroom, description of the Pashtun seasons, the weather, and seasonal activities.

Teaching Specific Lesson Elements

Tape exercise 1. (p. 195)

Before playing the exercise, have students get pencils ready, as they will each be drawing a map in the space provided in the Textbook. When the tape is stopped (after the second repetition of the dialogue during which students were to draw maps), have students compare their maps. Resolve any discrepancies with the third repetition of the dialogue.

When the exercise is finished, have students work up an opposite set of directions from Ahmad Khān's kalā to Māmut Khān's farm.

Tape exercise 2. (p. 196)

Prepare students for the exercise by explaining that they will be listening to a connected passage, and as they listen they are to fill in the blanks in the notes given in the Textbook. The passage is given in normally-paced spoken Pashto; play it as many times as students need to fill in their notes. When they are satisfied that they have the correct notes, have them compare answers, and resolve any discrepancies by replaying the passage.

Exercise 3. (p. 197)

The adjectives listed are most of the descriptive adjectives covered in the five units. Quickly go over the meanings and forms for each, then ask students to use the adjectives in sentences. Request that the sentences describe real-life situations so that you can judge the semantic appropriateness of the sentences the students come up with. To give

students a Pashtun context to work with, assume that the characters in the dialogues (Sam, Atiqullah Niazi, his nephew Amān, Bārām Khān, Tor and Māmut Khān) really exist, and ask that sentences about the characters be consistent with their knowledge of the situation (e.g. the student has to justify a sentence like **māmut khān nesha da**, given that Māmut Khān is a good Moslem and very probably does not drink alcohol).

Students can either be assigned a particular adjective, be given time to construct sentences and then be called on. Or, you can choose an adjective and have every student construct a sentence with that adjective. Or, you can choose an adjective and a student at random and require him to ad-lib a sentence using the adjective.

Encourage students to be creative; correct any mistakes they make.

Conversation 1 (p. 198)

Using the vocabulary listed in the Textbook, have students talk to one another and to you about the weather: what it is like today, what it is like in the students' home towns, what it is like at the moment in Afghanistan. If necessary, prompt students with questions. Encourage students to exploit the vocabulary they know, and gently correct any sentences that are not understandable. Everything you, as the teacher, say should be in Pashto.

Conversation 2 (p. 198)

Using the vocabulary listed in the Textbook, and any other words they have learned, have students discuss what is happening in the classroom at the moment, and what usually happens. If necessary, prompt quiet or shy students with questions. Gently correct any sentences that are not understandable. Everything you, as the teacher, say should be in Pashto.

Conversation 3 (p. 198)

Using the vocabulary listed in the Textbook, have students discuss life on a farm in Logar. Talk about activities during the various seasons, and the crops that are planted. If necessary, prompt students with questions, and correct any statements that are not understandable. Everything you, as the teacher, say should be in Pashto.

Suggestions on giving Quiz

Beforehand, duplicate copies of the quiz sheets.
At quiz time, pass out quiz sheets.

Key

A. Fill in the blanks:
de pasarli myāste: ñamal, sawar, jawza
de mani myāste: mizān, aqrab, qaws
de zami myāste: jadi, dalwa, ñut

B. Follow the directions:
1. **dalta awā pa zami ke saṛa aw bārāni wi.**
2. **pa logar ke pa woṛi ke kum fasluna karal kegi?**
3. **tor Sam de māmut khān karwande ta barabar ka.**
4. **rādza tse za aw ta de bārām khān kalāgano ta dzu.**
5. **de nawi kāl awale wradze ta nawroz wāyi.**

C. Introduction should go something like:
Bārām Khān: **dā di mā zoy tor da. day de amrikā da.**
Sam: **xa swa tse wume lide.**

D. Directions should go something like:
de amde byāle pa ghāṛa makhāmakh lāṛ sa tso pla ta warasege. pa pla ter sa. pa lāra makhāmakh lāṛ sa tso laxti ta warasege. de laxti pa ghāṛa xi lās ta tāw sa. xa wṛānde lāṛ sa tso pla ta warasege. pa pla ter sa. makhāmakh lāṛ sa tso de māmut khān karwande ta warasege.

E. Description of winter weather in Monterey should go something like:
pa Monterey ke awā amuman xa aw narma wi. pa zami ke awā kala kala xa na wi. awā kala kala saṛa aw bārāni.

Pashto **Name** _____

Unit 5 **Date** _____

A. Fill in the blanks:

de pasarli myāste:

_____ _____ _____

de woṛi myāste:

_____ _____ _____

de mani myāste:

_____ _____ _____

de zami myāste:

_____ _____ _____

B. Follow the instructions.

1. Tell someone that the weather here is cold and rainy in the winter.

_____

2. Ask which crops are sown in the summer in Logar.

_____

3. Tell Tor to guide Sam to Māmut Khān's farm.

_____

4. Suggest to someone that you and he go to Bārām Khān's kalā.

_____

5. Tell someone what the first day of the Pashto new year is called.

_____

C. Write out the introduction as Bārām Khān introduces Sam to his son Tor. Bārām Khān explains that Sam is his visitor from America.

_____

_____

_____

D. Write out the directions Bārām Khān gives to Sam to get to Māmut Khān's farm. Sam is to follow the bank of the big ditch until he gets to a bridge. He is to cross the bridge. He is to go straight on the paved road until he reaches a small ditch. He is to turn left along the bank of the small ditch, and go straight until he reaches a bridge. He is to cross the bridge, then go straight until he reaches Māmut Khān's farm.

_____

_____

_____

_____

_____

_____

_____

_____

_____

E. Tell what the weather is like in Monterey during the winter.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

awal dars: de wradze bel bel wakhtuna

Lesson 1: The Different Times of Day

Lesson Overview

In this lesson, students learn the days of the week and the general times of the day. They also learn how to incorporate these words into phrases and sentences. The grammar and vocabulary in the lesson are lighter than in the previous two units; the major focus of the lesson is on memorizing the day names and becoming accustomed to thinking of the day in terms of the time words like **māspəxin**.

Preparatory

Explain to students that in this lesson they will learn the days of the week and a system of referring to time during the day that is very commonly used among Pashtuns.

Teaching Specific Lesson Elements

Review (p. 199)

Remind students of the words **sahār and māspəxin**, which they learned in Unit 5, Lesson 4. Explain that these are two of the words in the times-of-day system that they will be learning in the lesson.

Quickly review the names of the months and the words for lengths of time.

New Vocabulary (p. 200)

Discuss each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

khu<u>shā</u>la adj., 6.
nor conjunction.
rukh<u>sat</u> adj., 6.
shamb<u>e</u>, <u>yak</u>shambe, <u>du</u> shambe, <u>se</u> shambe, <u>chār</u> shambe, <u>pan</u>shambe: all n, f. Never used in the plural form; direct and oblique singular forms the same.
ju<u>ma</u> n, fl.
ghar<u>ma</u> n, fl.

sahār, tsāxt mahāl, māspaxin, māzdigar, māxām, māxām tyāra, māskhutan: all n, m. Never used in the plural form; direct and oblique singular forms are the same.
pātseg- vb. stem.
wida keg- vb. stem.
la malgara sara gor- phr., with **gor-** vb. stem.

Explain that in the prepositional phrase **tar _____(a) pore**, the **a** is added to the noun if the noun ends in a consonant; otherwise, the **a** is dropped altogether, e.g.,

tar gharme pore (no **a**; **gharme** ends in a vowel)
tar māspaxina pore (the **a** appears; **māspaxin** ends in a consonant)

Dialogue (p. 202)
Set the stage for the dialogue, by explaining that Sam's and Aman's conversation about Amān's work schedule is a continuation of the conversation they started in Unit 5, Lesson 2. Remind them that Sam is visiting Atiqullah Niazi, who is Amān's uncle, and that Amān has come to Atiqullah's house to see Sam.

Go through the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:
tsa kār kawe? What do you do?
tsanga, la kār sara khushāla ye? How is it? Are you happy with your work?
amuman tsa wakht kār ta dze? What time do you usually go to work?
de shambe aw yakshambe pa wradz sahār dzam aw māzdigar berta rādzam. On Saturday and Sunday I go in the early morning and come back in the late afternoon.
de hafte nore wradze gharma dzam aw māxām berta rādzam. On the other days of the week I go at noon and come back in the evening.
de jume pa wradz kho rukhsat ye. You are of course off on Friday.
wo, de jume pa wradz aksara rukhsat yam. Yes, I'm usually off on Friday.
wo, rukhsat yam. Yes, I'm off.

Students might notice that in several of the sentences the word **wradz** appears in a phrase with **pa**, but it's not in the oblique form. There are some prepositional phrases--**pa** is one of them--which can occur with the direct form of the noun when the noun is singular. To say **pa wradze** in these sentences is not natural Pashto.

Point out that the phrase **pə myāste ke yaw dzal...** is said with other numbers by changing **dzal** to **dzalə**, e.g. **pə myāste ke dre dzalə**..."three times a month," **pə hafte ke pindzə dzalə** "five times a week," etc.

Questions on the conversation (p. 202)
Have students answer the questions orally, referring to the conversation for the answers.

Tape presentation (p. 203)
The first part of the tape presentation gives the conversation in the Textbook. Have them refer to the chart given in the **nawi loghāt** section of the Textbook to associate the words for times of day with the hours and minutes they are used to.

The second part of the tape presentation gives a description of Amān's friend Asad's schedule, which will give students additional practice with the time-of-day words. Play the second part as many times as students need to fill out the chart in the Textbook.

Fluency practice. Tape exercise 1 (p. 204)
The purpose of this exercise is to help with the memorization of the day names, and to show that the day names can be used with the phrase **pə wradz** or by themselves. Play the exercise once or twice; students should have no trouble with it.

Tape exercise 2. (p. 204)
The purpose of this exercise is to help students become accustomed to using the times of day to refer to activities. It might help to write the chart in the Textbook showing the correspondences between time-of-day words and clock times on the board, and point to the time word as it is said on the tape.

Tape exercise 3. (p. 204)
This exercise provides practice in using the phrase "x times a week/day." Play the exercise as many times as necessary for students to become comfortable saying the sentences.

Tape exercise 4. (p. 204)
This exercise provides practice with the sentences of the dialogue via simple questions and answers. Students will probably find the exercise hard; if they have great difficulty, stop the tape and work out answers to the questions with the students.

Further fluency and memory work

Have students convert Amān's statements about the times he goes to and from work into statements using the phrases **la _____ na tar _____ pore**, e.g.,

> **de shambe aw yakshambe pa wradz sahār dzam aw māzdigar berta rādzam.** becomes
> **de shambe aw yakshambe pa wradz la sahār na tar māzdigar pore kār kawam.**

This exercise will be difficult; students must deal with the time words and also with the structure of the prepositional phrases. If further practice is desirable, have students convert similar sentences in the second part of the tape presentation as well.

Personalizing the lesson

Put the days of the week on the board. Then ask students questions like **de shambe pa wradz tsa kawe?** and have them answer. They should have enough vocabulary by now to give simple "real" answers, e.g., **pa kor ke wakht terawam, lobe kawam, dars ta dzam, la malgari sara rasturan ta dzam**, etc. If there are activities a particular student spends a lot of time on (e.g., working on a car), supply the necessary vocabulary.

Do the same kind of questioning for the times of day. (Put the chart showing the relationship between clock hours and the time-of-day words on the board so students can refer to it easily.) Expect "real" answers (note the items in the Additional Vocabulary section), and supply vocabulary for activities students engage in on a regular basis, as above.

Grammar box (p. 205)

Show students that the phrases **shambe** and **de shambe pa wradz**, **ñamal** and **de ñamal pa myāst ke**, and **pasarlay, pa pasarli ke** and **de pasarli pa mosam ke** are equivalent and that these phrases translate as English "on (day word)," "in (month word)," and "in (season word)." Point out that the English phrase "in the month of April" is parallel to **de ñamal pa myāst ke**, but that English does not have phrases parallel to **de shambe pa wradz** or **de pasarli pa mosam ke**.

Remind students that, of the day names, only **juma** has an oblique form that differs from the direct form.

Also remind students that the time-of-day words like **sahār** and **māzdigar** do not have alternative constructions with **de** and **pa**.

Unit 6, Lesson 1

"Try it" Exercise 1 (p. 206)
These sentences have been taken from previous dialogues. Have students identify the season name in each sentence, then restate the sentence, using the **de....pə.....(ke)** alternative to the season name.

"Try it" Exercise 2 (p. 206)
Have students practice using the day names and time-of-day names by engaging in the mini-dialogues, e.g.

A: **de yakshambe pə wradz tsə kawe?**
B: **de yakshambe pə wradz widə kegəm.**

A: **pə pasarli ke tsə kawe?**
B: **mele kawəm,** etc.

Conversation exercises as given in Textbook (p. 207)
1. Variation on "Buzz":

Student A: **nimə shpə**
Student B: **shpə**
Student C: **sahār**
Student D: **tsāxt mahāl**
Student E: **gharmə**
Student A: **māspəxin**

Students continue at a fast pace through the time-of-day names. A student who can't keep up the pace or gives the wrong word in the sequence is out. Students continue going through the time-of-day names until there is only one student left.

Students do the same with the day names, and if the review is desirable, with the month names.

2. Students choose a time of day (the conversation will be more interesting if they choose a time when they are not all doing the same thing) and ask one another what they do at that time on different days of the week.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

doyam dars: tārikhuna

Lesson 2: Dates

Lesson Overview
In this lesson, students learn to express particular dates in Pashto. This involves learning the numbers--in particular the ordinal forms-- up to 31. A major focus of the lesson is on memorizing these numbers, which are irregular and therefore will be difficult. The structure of dates involves prepositional phrases which students have already learned.

Preparatory
Explain to students that the focus of the lesson is on saying dates in Pashto. This will involve learning the cardinal and ordinal numbers from eleven to 31.

Teaching Specific Lesson Elements

Review (p. 208)
Review the numbers from one to ten and the names of the months.

New Vocabulary (p. 209)
Discuss each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

pāte keg- vb. stem. **(pāte sə, imp.)**
səkāl phr.
kor n, m2.
rukhsəti n, f. irreg. **rukhsətəy, rukhsəti, rukhsətəyo.**

Present the numbers from 11 to 31 to students. Show them how the numbers after ten are a combination of 1-9 (with some irregularities) plus the word for ten, twenty, or thirty. The system is essentially like the English system of counting except that the 1-10 part of the number comes before the equivalent of ten, twenty, or thirty.

Explain that the forms for the ordinals (which are adjectives) are irregular, but all ordinals are irregular the same way and follow the pattern below:

m. sg dir:	yawolasam	wam	tsaleristam
m. pl. dir:	yawolasam	wam	tsaleristam
m. sg. obl:	yawolasam	wam	tsaleristam
m. pl. obl:	yawolasamo	wamo	tsaleristamo
f. sg. dir:	yawolasama	wama	tsaleristama
f. pl. dir:	yawolasame	wame	tsaleristame
f. sg. obl:	same as f. pl. dir.		
f. pl. obl:	same as m. pl. obl.		

Note that the feminine forms are regular f1.

Explain that in phrases in which the possessor of the house is expressed, the word **kara** can replace **pə kor ke** or **kor tə**, e.g., **de māmut khān kara dzu** instead of **de māmut khān kor tə dzu.**

Dialogue (p. 210)
Set the stage for the dialogue by pointing out that Amān is questioning Sam about his two trips to Afghanistan. By now students should have noticed that the conversations in previous units have centered around Sam's experiences in Kabul and in Logar. This conversation ties all the previous conversations together.

Explain, or if possible have students explain, sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:

tsə wakht berta pexawar tə dze? When are you going back to Peshawar?

de ñamal pə pindzalasam berta pexawar tə dzam. I'm going back to Peshawar on the fifteenth of ñamal.

afghanistān tə byā tsə wakht rādze? When are you coming back to Afghanistan?

de saratān tar pindzalasam pore pə pexawar ke yam. I'm in Peshawar until the 15th of Saratān.

de saratān pə shalam logar tə dzam. I go to Logar on the 20th of Saratān.

de saratān la pindzawistama de asad tar awala de bārām khān kara pāte kegam. I stay at Bārām Khān's home from the 25th of Saratān until the 1st of Asad.

la logara kho byā kābal ta rādze. Then you of course come from Logar to Kabul.

nora rukhsati na laram. I don't have any other days off.

nor ţol kāl pa pexawar ke tirawe aw ka amrikā ta ham dze? Are you spending the whole rest of the year in Peshawar, or are you also going to America?

nor ţol kāl pa pexawar ke tirawam. I spend the whole rest of the year in Peshawar.

Questions on the conversation (p. 210)

Have students answer the questions orally, referring to the text of the dialogue for the answers.

Tape presentation (p. 211)

Play the dialogue as many times as student request. After the dialogue, there is a "mini-lecture" in which students are told how many days there are in each of the Pashto months. Students will need this information to do some of the exercises in the latter part of the lesson. Play this part of the presentation as many times as students require to get all the information they need. After they think they have collected all the information they need, have them compare their "notes" and resolve any discrepancies with an additional playing of the tape.

Fluency practice. Tape exercise 1 (p. 212)

This exercise provides practice in using the ordinal form of the number in dates. Play the exercise as many times as students require to be comfortable saying the dates.

Tape exercise 2 (p. 212)

This exercise provides more practice with the sentences in the dialogue via simple questions which require dialogue sentences as answers. Play the exercise as many time as students require to become comfortable giving the answers.

Exercise 3 (p. 213)
The months **saratān** and **asad**, the months of Sam's visit to Logar, are given in the textbook. Explain to students that the dates are listed from right to left in a normal Pashto calendar. Ask students the following questions, and have them refer to the calendars for the answers.

Sam la pexawara afghanistān ta tsa wakht barta dzi?
de saratān pindzawistam kuma wradz da?
Sam tsa wakht logar ta dzi?
de saratān shalama kuma wradz da?
Sam tsa wakht la logara pexawara barta dzi?
de asad awala kuma wradz da?
Sam tso wradza pa logar ke tirawi?
saratān tso wradza wi?
asad tso wradza wi?
Sam de asad pa awal chera dzi?

Exercise 4 (p. 214)
Identify the current month. Tell students (in Pashto) what month it is, and what the date is. Then have them fill out the month name and numbers on the blank calendar. Ask them questions about what days dates fall on, what day the month starts on, which dates are **rukhsatay**, etc.

Further fluency and memory work
Have students count from one to thirty-one from memory in chorus then individually.

Have students count from one to thirty-one by twos in chorus then individually.

Give students simple addition problems, e.g.,
yaw aw dre tso kegi?
yaw aw dre tsalor kegi., etc.

Variation on "Buzz"
Student A: **yaw**
Student B: **dwa**
Student C: **dre**, etc.
Students go through the numbers from one to thirty-one in rapid succession. A student who can't provide the correct number within the allowed time frame is out. Pick up the pace when saying the numbers gets easy, until there is only one student left. Play the same game with ordinals.

Grammar box (p. 215)
The box shows the internal structure of Pashto dates: the month name is first, in a prepositional phrase with de; the ordinal is said next, with whatever preposition is needed, if any. If there is a preposition, the ordinal is in the masculine singular oblique form. If there is no preposition, the ordinal is in the masculine singular direct form. Answer any questions students might have about the structure of dates.

The sentences below the box show the phrases and their translations, then sentences incorporating the phrases. Point out where in the sentences the date goes, i.e. after the subject.

"Try it" exercise 1. (p. 216)
These are the phrases used in the Grammar Box. Have students finish the sentences with whatever they want to say, e.g.

de ẓamal pə pindzəlesəm awā əmuman ǧera xə wi.
de ẓamal pə pindzəlesəm əmān mela kawi., etc.

"Try it" Exercise 2 (p. 216)
Have students use different dates in the blanks in the sentences. Remind them that in the last sentence, the ordinal is the subject of the sentence, and so should be in the direct form. The other ordinals are objects of prepositions, and should be in the oblique form.

"Try it" exercise 3. (p. 217)
The passage under the calendar for ẓamal list Sam's activities during his trip to Kabul. Read through them with students, then ask questions along the models provided under the passage, e.g.

de ẓamal ləsəm tsə wrədz də?
de ẓamal pə əlam Sam tsə kawi?
Sam tsə wəkht əmrikā tə telefun kawi?, etc.

Conversation exercise as given in Textbook (p. 218)
Students construct a double calendar for the time remaining in their Pashto studies. The calendar can be based on the Pashto system (like the sample given in the Workbook in the Cultural Notes section), with the western dates included, or it can be based on the western system. In either case, the calendar should be durable enough to last the rest of the course, and large enough to hang in the classroom. Mark holidays, birthdays and other dates of interest on the calendar.

The construction of this double calendar is very important, as it is a necessary preliminary to the use of Pashto dates in contexts familiar to students.

If you have a Pashto calendar with western dates included, it can be used as a model for the calendar the students construct. Alternatively, a blank calendar (with squares for each day large enough to include additional information) can be purchased, and the Pashto equivalents written in under the western dates. Allow students to decide whether to write the numbers in Pashto or western numbers and whether to leave enough space for writing the months, etc., in the Pashto alphabet when enough of it is learned to write the necessary words, etc. Hang the calendar in the classroom.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

dreyam dars: tso baje di?

Lesson 3: What Time is It?

Lesson Overview

In this lesson, students learn to tell time in Pashto. Although phrases used in time-telling involve structures which are familiar to students and involve numbers they have already learned, the lesson will be very difficult.

Teaching the Lesson

It is suggested that the lesson elements be taught in the following order: grammar boxes, "Try it" exercises, new vocabulary (the time phrases will already have been covered), dialogue, fluency exercises, conversation exercise. The grammar boxes and "Try it" exercises should be scheduled before the laboratory lesson.

If you wish, you can use an analog clock (one with hands) to add realism to some of the exercises. If you do, choose a clock with hands that can be set quickly.

Preparatory

Ask students what day it is (**nən tsowəm de?**). They should refer to the double calendar they constructed in Unit 6, Lesson 2, and tell you the exact date.

Explain to students that they are about to learn how to express time in Pashto. Explain that there are several different ways to express a particular time in Pashto, as there are in English ("it's a quarter to four," "it's fifteen to four," "it's three forty-five," etc.). In this lesson, they will learn statements parallel to the following in formality and precision:

It's four o'clock./at four o'clock
It's ten after four./at ten after four
It's a quarter after four./at a quarter after four
It's four-thirty./at four-thirty, etc.

Explain that the Pashto system revolves around the word **baje**. Tell students that **baje** is an f1 noun; its direct plural and oblique singular form is **baje**; its oblique plural form is **bajo**.

If students ask how to express precise times like 4:17 and 5:36, explain that there are phrases which parallel English statements like "it's four-seventeen" and "at five thirty-six" (**tsalor baje aw wəlas daqiqe di** and **pə pindzo bajo aw shpagderso daqiqo**, respectively). These kinds of

phrases are used only in the larger urban areas, and then only in scientific discussion and other contexts where such precision is necessary.

Teaching Specific Lesson Elements

Review (p. 219)
Quickly review the numbers from 1-12, reminding students that **yaw** is the only number which has different masculine and feminine forms. Remind them that the numbers are basically adjectives, and therefore agree with the nouns they modify.

Also review the numbers for five, ten, fifteen, twenty and twenty-five, which are used in time-telling.

New Vocabulary (p. 220)
Discuss each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.
baja n, f1.
daftar n, m irreg. **daftarwa, daftar, daftaro/wo**
kam adj., 1.
khwadzag- vb. stem
khwashe adj, 6.
pāw n, m2.
bānde prep.
māspaxini adv.
nim adj., 1.
raseg- vb. stem. Stress is on the personal ending.
sahāri adv. of a morning, in the mornings
takhmin adv.
tafri n, irreg. All forms are the same.
isa baje phrase.

Explain to students that **sahāri** and **māspaxini** are formed from the time-of-day words **sahār** and **māspaxin**. The forms with **-i** convey more of an "all the time" meaning, which is why Sam is using them in the context of Amān's trips to and from work. The difference between **sahār** and **sahāri** is parallel to the difference in English between "hour" and "hourly".

Dialogue (p. 221)
Set the stage for the dialogue. Amān and Sam are continuing their conversation about Amān's work as a radio announcer. Remind students that Aman has two work schedules.

Explain, or if possible have students explain, the sentences and phrases of the dialogue. Idiomatic translations for sentences not glossed are as follows:
daftar ta pa tsa shi ke dze? How do you get to the office?
pa sarwes ke dzam. I go by bus.
sahāri pa tso bajo khwadzege? In the mornings, what time do you start out?
sahāri pa pāw bānde shpago bajo khwadzegam. In the mornings, I start out at a quarter after six.
pa tso bajo rukhsatege? What time do you get off?
pa pāw kam tsaloro bajo rukhsategam. I get off at a quarter to four.
de shpe tsa wakht rukhsatege? At night, what time do you get off?
de shpe amuman pa las kam yawolaso bajo rukhsategam. At night I usually get off at ten to eleven.
de shpe kor ta pa tsa shi ke rādze? How do you come home at night?
de rādiyo pa moţar ke rādzam. The station's car takes me home. (Literally "I come home in the station's car.")

Questions on the conversation (p. 221)
Have students answer the questions orally, referring to the dialogue for answers.

Tape presentation (p. 221)
Play the tape presentation of the dialogue as many times as students request.

Fluency practice. Tape exercise 1 (p. 222)
This exercise gives practice in embedding time phrases in longer sentences. Students are required to supply the correct form (plural and/or oblique) of the substituted numbers and phrases. Play the exercise as many times as necessary for them to be comfortable with the substitutions.

Tape exercise 2 (p. 222)
This exercise provides more practice with the sentences in the dialogue via simple yes/no questions. Play the exercise as many times as students require to be comfortable with the answers.

Unit 6, Lesson 3

Further fluency and memory work

1. Move the hands of an analog clock to various points, and ask students what time it is. Alternatively, write "digital" times on the board and have students say the time, e.g., 4:40.

   Move the minute hand of the clock to various points between the numbers, and ask students what time it is (or write such digital time on the board as 4:49). Students will have to use the word **takhmin** or **nizde** and "round off" their answers to the nearest five-minute interval, e.g.,

   Teacher: (moves hands of clock to 4:49) **tso bajo di?**
   Students: **nizde las kam pindze baje di.**

Personalizing the lesson

Ask students simple questions about their daily schedules, e.g.,

sahāri maktab ta pə tso bajo khwadzege?
māxāmi pə tso bajo ḍoḍay khwre?
pə tso bajo wida kege?

Grammar box on "It's _____." (p. 223)

The box lays out the phrases for time expressions at five-minute invervals. Show students how the words **baja, bānde, kam** and **nim** combine with the numbers to express the time. Explain that the numbers modify **baja** or **baje**, and therefore agree with it. Explain that **nim** is an adjective, and therefore agrees with the noun it modifies--in this case, **baja.**

Grammar box on "at _____." (p. 225)

Show students how each of the phrases in the box is a prepositional phrase with **pə**, and that **baja** is the object of the preposition, and therefore in the oblique form. Explain that in these phrases with **pə**, the number of the hour is in the oblique plural form (the forms for the numbers from 2-12 are given in "Try it" Exercise 2; **yawa** cannot be made plural) to agree with **bajo**.

Point out the following exception to the statement above: in phrases like **pə dwa nimo bajo** (phrases with **nimo**), the number before **nimo** is in the direct, not the oblique, case.

Time-telling around one o'clock and two o'clock (p. 226)
The sentences and phrases given in the Textbook show the difference between the one o'clock times (in which **baja** is singular) and the two o'clock times (in which **baja** is plural). Point out to students that the differences between the one o'clock and two o'clock phrases all stem from the fact that **yawa baja** is singular and **dwa baja** is plural; all the other differences are instances of agreement. Also point out that time phrases with all other numbers (3-12) are the same as the two o'clock times because the other numbers are plural.

Oblique forms of numbers (p. 226)
Show students the oblique forms of the numbers from one to twelve. Then have them give the time in five-minute increments, modelling the phrases after the "at two o'clock" phrases in the sentences above, e.g.,

Student: **pa pindzawist kam drewo bajo...**
pa shal kam drewo bajo...
pa pāw kam drewo bajo..., etc.

"Try it" exercise 1 (p. 227)
Have students ask and answer the question, filling in the blank in the model with the times indicated below.

"Try it" exercise 2. (p. 228)
Have students fill in the blank in the model sentence with the times listed. If useful, use other model sentences with the same times:

_____ **rā dzam.**
_____ **tafri wakam.**
_____ **shuro kegi.**, etc.

Conversation exercise as given in Textbook (p. 228)
Students work up a description (in "lecture" form) of their Pashto class schedule. The description should include the time that each class period starts and ends and the coffee and lunch breaks. When an acceptable "lecture" has been worked out, students recast it in schedule form for posting in the classroom.

The most difficult part of this exercise will be the formulation of the time phrases. Supply any necessary vocabulary particular to the class situation. This should be a joint project, with the entire class working out the "lecture." Perhaps one student could perform as secretary, writing suggestions on the board and changing them as corrections are made. When a description is arrived at that is acceptable to everyone, have students copy it. Then, have students recast the lecture into schedule form.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre

Unit 6: Talking about Days and Times

tsaloram dars: de māndza wakhtuna

Lesson 4: Prayer Times

Lesson Overview

In this lesson, students will learn the names of the times that Pashtuns pray during the day, and their approximate times in the twelve-hour system. There is no new grammatical material in the lesson. The correspondences between the time-of-day words like **gharma**, the prayer times and clock times are established, thus providing additional work on material presented in Lessons 1 and 3.

Preparatory

Explain to students that this lesson focuses on the times of day that Pashtuns are required by their religion to pray. Because Pashtun society is heavily Islamic, activities in rural areas are often planned around the prayer times. Answer any questions students might have about the prayer times, Islamic praying, and other relevant matters.

Remind students that prayer times are determined by sunrise and sunset, and will therefore vary from season to season as the days get longer and shorter.

Teaching Specific Lesson Elements

Review (p. 230)

Remind students that the word **mundz** is masculine irregular, and review the plural and oblique forms.
Review the time-of-day words and their equivalents in English clock time.
Review the expressions of clock time in Pashto.

New Vocabulary (p. 231)

Go over each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

səbā́ta adv.
wə́le question word.
chərgbā́ng mahā́l phr.

Unit 6, Lesson 4

dzān n, m2.
rasaw- vb. stem. (stress is on personal ending)
musākhel n, irreg. **musākhel, musākhel, musākhelo**
sabanārəy n, m3.
gharmanārəy n, m3. **gharmanāri, gharmanāri, gharmanārəyo**
lə ____ na wrysta prep.
mundz kaw- vb. stem.
moda n, f1.
dama n, f1.
sangar n, m. irreg. **sangaruna, sangar sangaruno.**
ḍoḍəy n, f3. **ḍoḍəy, ḍoḍəy, ḍoḍəyo**
yawtsə adv.
mulāzān n, m. Never used in the plural form; direct and oblique singular forms are the same.

Explain to students that the question words **tsa** and **tsok** also serve as the indefinite pronouns "someone" and "some", respectively. The question

pa zarghun xār ke tsok pezanəy?

means "Who do you know in Zarghun Xār?" if the **tsok** is stressed. It means "Do you know someone in Zarghun Xār?" if **pezanəy** is stressed. The question

alta tsa moda pāta kegəy?

means "Are you spending some time there?".

Explain to students that **sangar** is probably best translated as the term "bulwark" in its now obsolete military sense, i.e. something built to provide protection and at the same time allow one to shoot at the enemy. A **sangar** can be as simple as a tree, or as elaborate as a fortress.

Point out that **sabanārəy** and **gharmanārəy** are variations on **saba**, a word for "morning," and **gharma** "noon." Literal translations are "morning meal" and "noon meal," respectively. With these two words and **ḍoḍəy**, which means "bread" or "food" in general, but is also used as the term for the evening meal, students now know the words for the daily meals.

Dialogue (p. 232)
Set the stage for the dialogue: Tor is describing his plans for a trip to Borg, where he and Spin will join the mujaheddin under the command of Commandant Aslam for several weeks. Tor is planning the trip in terms of places he expects to reach by certain times.

Go through the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:

zə aw spin sabāta borg ta dzu. Spin and I are going to Borg tomorrow.
tsə wakht khwadzegəy? What time are you starting out?
chargbāng mahāl la madāghe na khwadzegu. At cockcrow we're starting out from Madāghe.
sabanāray de kalim kalā ta rasawu. We'll get to Kalim's kalā for breakfast. (Literally, "We will reach breakfast at Kalim's kalā."
la sabanāri na wruste makhāmakh zarghun xār ta dzu. After breakfast will go straight to Jabār Khān Niazi's kalā.
pə zarghun xār ke tsok pezanəy? Do you know someone at Zarghun Xār?
malak surgwal di mā de trə malgaray da. Malak Surgwal is a friend of my uncle's.
de māxām mundz de malak surgwal pə mājat ke kawu. We'll say evening prayers at Malak Surgwal's mosque.
de māskhutan mundz surkhāw ta rasawu. We'll get to Surkhāw for late evening prayers. (Literally "We'll reach late evening prayer to Surkhāw.")
de māskhutan la māndzə na wruste borg ta dzu. After late evening prayers we'll go to Borg.
alte dwa nime myāste la qumandān aslam sara pə sangar ke tarawu. There we stay for two months with Commandant Aslam at the bulwark.

Questions on the conversation (p. 232)
Have students answer the questions orally, referring to the dialogue for the answers.

Tape presentation (p. 233)
Play the presentation of the dialogue as many times as students request. The second part of the presentation is a recasting of the route Tor and Spin are to take. Students should listen, following along on the map in the Textbook. This presentation is to precede exercises using the map in the Laboratory section of the lesson. After the tape presentation, answer any questions students might have about elements on the map.

Unit 6, Lesson 4

Fluency practice. Tape exercise 1 (p. 234)
This exercise provides practice in including the prayer times in sentences describing ordinary activities. Play the exercise as many times as necessary for students to become comfortable with the prayer times.

Tape exercise 2 (p. 234)
This exercise provides practice in incorporating the names for meals into sentences describing ordinary activities. Play the exercise as many times as students request.

Tape exercise 3 (p. 234)
This exercise provides further work with the sentences in the dialogue via simple questions. Play the exercise as many times as students require to become comfortable answering the questions.

Further fluency and memory work
Have various combinations of students take the parts of the dialogue, and perform it from memory for the class.

"Try it" Exercise 1 (p. 235)
In this exercise, the approximate correspondences between the prayer times and the clock times are given for each season. Have students make statements about the correspondences like

pə pəsərli ke mãxãm pə ato bəjo wi.
pə pəsərli ke mulãzãn pə ato bəjo wi.
pə pəsərli ke mãzdigər pə pãw bãnde dolaso bəjo wi., etc.

"Try it" Exercise 2 (p. 236)
In this exercise, the approximate correspondences between the time-of-day expressions and clock times are given for each season. Have students make statements about the correspondences like

gharma mudãm pə dolaso bəjo wi.
iwaɽ mãzdigər pə woɽi ke lə tsəlor nimo bəjo nə tər shpago bəjo pore wi.
səhãr pə zəmi ke lə wo bəjo nə tər nəho bəjo pore wi., etc.

"Try it" Exercise 3 (p. 238)
Ask students questions following the model for the questions given in the Textbook. Have them refer to the correspondences listed in the Textbook for answers. Then divide students into pairs, and have them question each other in similar fashion.

Further "Try it" Exercises

Using locally available information as to when the sun rises and sets, have students work out what the prayer times are for the day.

Have students modify the clocks given in Unit 6, Lesson 1 to include **mulāzān**, and to reflect the different day lengths from season to season.

Conversation exercise as given in Textbook (p. 239)

Using the map of Logar, students plan Tor's and Spin's return trip from Borg to Madāgha. They should include stops for prayers, meals, and an overnight visit with Jabār Khān.

shpagəma hafta:
de wradzo aw wakht pə bāra ke khabəre
pindzam dars: tıkrār

Lesson Overview
Review of the contents of the previous four lessons consists mainly of review of memorized vocabulary: the months, days, numbers, etc. Because the expression of time phrases involve the use of prepositions, the review *de facto* includes a grammar review of the structure of prepositions and the oblique case of nouns and adjectives.

Preparatory
Ask students what day it is, what the date is, and what time it is. Explain that the lesson will review the content of the previous four lessons.

Teaching Specific Lesson Elements

Review (p. 241)
Quickly review the days of the week; the months of the year; the numbers from 1-31; the time-of-day words and their equivalents in clock time; the prayer times and their equivalents in clock time; and the clock time expressions of five-minute intervals, both in "It's _____" phrases and "at _____" phrases.

The review can be conducted in several ways: students can be asked simply to list the required items in order from memory; they can be asked to substitute the required items in model sentences; they can be asked to make up sentences which illustrate that they understand the meanings of the required items; they can be divided into teams and asked for required items in a contest-like setting, etc.

Tape presentation (p. 243)
The tape presentation gives a series of trip plans based on the map of Logar given in the Textbook. Each trip plan includes information on the season, the weather, who is going, what route is to be taken, and so on. Each trip plan is repeated four times. After the fourth repetition, stop the tape and have students compare their answers. Then replay the trip plan to resolve any discrepancies. Answers are as follows:

Trip plan 1.

What season? winter
Weather? good
Who going? Tor and Bārām Khān
Where starting out? Jarnayl's kalā
When starting out? after lunch and **māspəxin** prayers
Where, when and why stopping? at Alim's bridge, in the late afternoon, for **māzdigar** prayers
Final destination? Bārām Khān's kalā
When to be reached? late evening

Trip plan 2.

What season? fall
Weather? good
Who going? Māmut Khān
Where starting out? Bābus
When starting out? after **sahār** prayers
Where, when and why stopping? at Denaw, for lunch; at Alim's bridge, for **māspəxin** prayers.
Final destination? Kalim's kalā
When to be reached? doesn't say

Trip plan 3.

What season? fall
Weather? raining
Who going? Spin
Where starting out? Maghwal khel
When starting out? late morning
Where, when and why stopping? on the road, for lunch; at the bridge, for **māspəxin** prayers and to rest; on the road, for **māzdigar** prayers.
Final destination? Madāgha
When to be reached? doesn't say

Unit 6, Lesson 5

Trip plan 4.

What season? summer
Weather? very hot
Who going? Sam
Where starting out? Bārām Khān's kalā
When starting out? noon
Where, when and why stopping? at Madāgha, to rest; at Musākhelo, to rest.
Final destination? Jabār Khān's kalā
When to be reached? dinner time.

Trip plan 5.

What season? spring
Weather? very good
Who going? Jabār Khān's sons
Where starting out? Jabār Khān's kalā
When starting out? late morning
Where, when and why stopping? Musākhel, for lunch; Madāghe, for māspaxin prayers and to rest.
Final destination? Bārām Khān's kalā
When to be reached? at māzdigar prayer time

Suggestions for giving Unit 5/6 Test

Beforehand, duplicate copies of test sheets.
At test time, pass test sheets out to students. Have them complete Nos. 1 - 5. Then play the tape presentation (it is recorded on the Class tape after Lesson 5) as many times as students request as they complete the questions in No. 6.

Key

1. Days of the week
   shambe; yakshambe; du shambe; se shambe; chār shambe; panshambe; juma.
2. Months
   ĥamal; sawar; jawzā; asad; saratān; sunbula; mizān; aqrab; qaws; jadi; dalwa; ĥut
3. Time phrases
   a. **shal kam yawa baja da.**
   b. **pa pindzawist bānde tsaloro bajo...**
   c. **yawolas nime baje di.**
   d. **pindza bānde ata baje di.**
   e. **pa shal bānde wo bajo...**
   f. **pa pāw bānde yawe baje...**
   g. **pāw kam dre baje di.**
   h. **pindzawist kam shpag baje di.**
   i. **pa pindzawist bānde drewo bajo...**
   j. **las bānde shpag baje di.**
4. Numbers from 1 to 31.

yaw/yawa	**yawolas**	**yawist**	**yawders**
dwa	**dolas**	**dwawist**	
dre	**dyarlas**	**darwist**	
tsalor	**tswarlas**	**tsalerist**	
pindza	**pindzalas**	**pindzawist**	
shpag	**shpāṛas**	**shpagwist**	
wa	**walas**	**wawist**	
ata	**atalas**	**atawist**	
naha	**nunas**	**nahawist**	
las	**shal**	**ders**	

5. Answers to these questions are determined by individual student circumstances.

6. Questions on the tape presentation
   a. Sam de jume pə wrədz khwədzegi.
   b. de bārām khān lə kora māspaxin khwədzegi.
   c. Sam shpa lə jabār khān sara terawi.
   d. Sam de alim plə tə pə ləso bajo rasegi.
   e. Sam denaw tə pə dolaso bajo rasegi.
   f. Sam gharmanāray pə denaw ke khwri.
   g. Sam wruste lə gharmanāri na zarghun xār tə dzi.
   h. Sam pə zarghun xār ke yawtsə dama kawi.
   i. Sam de māxām ḍoḍay barg tə rasawi.
   j. Sam de shambe pə wrədz barg tə rasegi.

Pashto **Name** _____

Units 5 and 6 **Date** _____

1. Write the days of the week in order, starting with the equivalent for Saturday.

_____

_____

_____

_____

_____

_____

_____

2. Write the months of the year in order, starting with the equivalent for March-April.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Write out the following phrases:

a. It's 12:40. _____

b. at 4:25... _____

c. It's 11:30. _____

d. It's 8:05. _____

e. at 7:20... _____

f. at 1:15... _____

g. It's 2:45. _____

h. It's 5:35. _____

i. at 3:25... _____

j. It's 6:10. _____

4. Write the numbers from 1 to 31.

5. Answer the following questions with full sentences.

1. **sabanāray amuman pa tso bajo khwre?**

_____

2. **gharmanāray amuman pa tso bajo khwre?**

_____

3. **ḍoḍay amuman pa tso bajo khwre?**

_____

4. **amuman pa tso bajo pātsege?**

_____ _____

5. **sahār dars pa tso bajo shuro kegi?**

_____

6. **māspaxin dars pa tso bajo shuro kegi?**

_____

7. **sahār pa tso bajo maktab ta khwadzege?**

_____

8. **pa tso bajo kor ta dze?**

_____

9. **zamay pa afghanistān ke awā tsanga wi? pa Monterey ke?**

_____

10. **woṛay pa afghanistān ke awā tsanga wi? pa Monterey ke?**

_____

6. Listen to the tape presentation (it will be played as many times as you request). Then answer the following questions.

1. Sam pə kuma wradz khwadzegi?

_____

2. Sam de bārām khān la kora tsə wakht khwadzegi?

_____

3. Sam shpə chera terawi?

_____

4. Sam de alim plə tə pə tso bajo rasegi?

_____

5. Sam denaw tə pə tso bajo rasegi?

_____

6. Sam pə denaw ke tsə kawi?

_____

7. Sam wruste la ghermanāri na chera dzi?

_____

8. Sam pə zarghun xār ke tsə kawi?

_____

9. Sam de māxām ḍoḍay kum dzāy tə rasawi?

_____

10. Sam pə kuma wradz borg tə rasegi?

_____

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about the Family

awal dars: khpəlwān

Lesson 1: Male Relatives

Lesson Overview

This lesson teaches vocabulary having to do with some of the familial relationships among males in Pashtun society. Students will find the familial terminology in Pashto somewhat more complex than the American system.

The lesson also covers the position of the possessive pronouns **me, de, ye** and **mo** in sentences. The placement of these non-emphatic, or weak, pronouns is one of the most difficult aspects of Pashto; students will find the lesson very hard to understand.

Preparatory

Ask students what day it is, what the date is, and what time it is.

Explain that in the Pashtun approach to family relationships, different words are often used to refer to one's relatives on one's father's side of the family, and one's relatives on one's mother's side.

Explain that students are going to learn more about "weak" or non-emphatic pronouns in this lesson. They have seen these pronouns often in previous lessons; now they will learn how to use them.

Teaching Specific Lesson Elements

Review (p. 247)

Remind students of the plural and oblique forms for **zoy** and **trə**, and point out that these are words for male relationships that they have already learned.

Quickly review the pronouns **me, de, ye,** and **mo** with students. Remind them of their meanings--"my," "your," "his/their," and "our/you-all's," respectively--and that they usually follow the noun they modify, e.g.

malgəray me "my friend" **xowunkay mo** "our teacher"
trə de "your uncle" **kitāb mo** "you-all's book", etc.
zoy ye "his son"

Also remind students that these possessive pronouns are used in non-emphatic contexts, i.e., when the person mentioned isn't being emphasized in any way.

New Vocabulary (p. 240)
Go over each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

amdē adv.
ba future particle.
_x_ isə keg- phr.
dumra adv.
khpəlwān n, m. irreg. (All forms are the same)
khpəlwāna n, f1.
koranəy n, f2.
kəshər adj, 1 except feminine forms are kəshra, kəshra, kəshra, kəshra.
mandzway adj, 2.
melmastyā n, f3.
məshər adj, 1 except feminine forms are məshra, məshra, məshra, məshra
nāwakhta adj, 6.
nikə n, m. irreg. nikuna, nikə, niko/una.
nmasay n, m3.
plār n, m2.
sāt n, m3.
tālim kaw- vb. stem.
tarjumān n, m1.
trorzay n, m3.
trorzəy n, f2.
trə n, m. irreg. truna, trə, truna.
tujārai n, irreg. All forms are the same.
tərbur n, m. irreg. tərbruna, tərbrə, tərbro/una
tərbra n, f1.
wrārə n, m. irreg. wreruna, wrārə, wrero/una.
wror n, m. irreg. wruna, wror, wruna.
zum n, m1.

The terms for most of the male relatives are presented on the chart following the vocabulary list. Note that these terms are from Najib's point of view. Work through the chart with students. The terms so far are parallel to English terms, and so should not be confusing to students. As an additional exercise, put the chart on the board, and have students rewrite the relative names from Najib grandfather's point of view; then from Najib's father's point of view, etc.

Be sure students understand that the term **trə** refers to one's father's brothers only, that **trərzəy** corresponds exactly to the English word "cousin," and that **wrərə** refers to one's brother's sons only.

Until they learn more about verbs, students should learn the future particle **ba** for recognition only.

Dialogue (p. 250)

Set the stage for the dialogue by explaining that Bārām Khān and Sam have been invited to Jarnayl's kalā for a party, and that Sam is asking who else will be at the party. Jarnayl's kalā is shown on the map used in Unit 6, Lesson 4; explain that Bārām Khān and Sam can either take the road, or they can cut across fields and take a more direct route. The latter alternative is what Bārām Khān is referring to when he mentions the **lanḍā lār**. Explain that in the summer (remind students that Sam's visit to Logar is taking place in Saratān) the river is probably low enough to get across without a bridge.

It will be helpful to explain to students that the Amin whose family Sam and Bārām Khān talk about is a man known to them both. Students will find out in the tape presentation that Amin is in the United States and that Sam met him there.

Explain, or if possible have students explain, the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:

ələko rādzəy tse dzu. Let's go, boys.

nāwakhta kegi. It's getting late.

ləka tse de jarnayl kalā ḍera lərə da. It looks like Jarnayl's kalā is a long way off.

na dumra ḍera lərə nə da. No, it's not that far.

tso sāta lār ba wi? How long will it take us? (Literally, "How many hours will the way be?")

yāra ka pə lanḍa lār lāṛ su pāw bande yaw sāt ba wənisi. I think if we take the short cut it will take us about an hour and fifteen minutes.

nor tsok həm rādzi aw ka amdā mung-tāse yu? Is anyone else coming or just us?

ḍer zyāt khalək rādzi. A lot of people are coming.

də amin plār, wruna, trə aw də trə zamən, aw də aslam plār, nikə, wruna aw wreruna ţol rādzi. Amin's father, brothers, uncle and cousins, and Aslam's father, grandfather, brothers and nephews, are all coming.

malək jāno aw də aghə yaw tso tərbruna aw khpəlwān həm rādzi. Malək Jāno and several of his cousins and relatives are also going.

aghə də amin trorzay aw də mung zum də. He is Amin's cousin and our in-law.

Questions on the conversation (p. 251)

Have students answer the questions orally, referring to the text of the dialogue for answers.

Tape presentation (p. 252)

The first part of the tape presentation is the dialogue. Play it as many times as student request.

The second part of the tape presentation is a description of Amin and the males in his family. Review the list in the Textbook with students; then play the description as many times as they need to fill out the list. The text of the description is given below.

amin pə amrikā kə tālim kawi aw də Sam məlgəray də. də amin koranəy pə logar kə wosegi. plār ye bazgar də. məshər wror ye tarjumān də. mandzway wror ye pə ghazni kə tujārat kawi. kəshər wror ye pə kābəl kə tālim kawi. day ţer nor khpəlwān həm lari. plār ye wə wruna aw ţer wreruna aw nmasi lari. yaw nmasay ye lə mujāhidino sara də. yaw ye pə pākistān kə də aw nor ye pə logar kə wosegi.

Fluency practice. Tape exercise 1 (p. 253)

This exercise provides practice in using the terminology for male relatives. Play it as many times as students request.

Tape exercise 2. (p. 253)

This exercise provides practice in placement of the weak pronouns. Play it as many times as necessary for students to become comfortable with the sentences. Be sure they understand the meanings of the sentences with the substitutions.

Tape exercise 3 (p. 253)
This exercise provides further work with the sentences in the dialogue, via simple questions. Play it as many times as students require to become comfortable answering the questions.

Further fluency and memory work
Have pairs of students take the parts of the dialogue and perform it from memory for the class.

Personalizing the lesson
Carry on the following mini-dialogue with each student, having each give real answers:

Teacher: **plār lara?**
Student: **wo, plār larəm.**
Teacher: **num ye tsə shay da?**
Student: **num ye _____ da.**

Continue with each of the following terms: **nikə, wror, trə, zoy, wrarə,** and **trərzay.** In the case of **trə** and **wrarə**, make sure students are referring to their fathers' brothers and their brothers' sons, respectively.

Grammar box (p. 254)
The sentences in the grammar box illustrate what happens when a weak pronoun is substituted for a noun possessive. Show students that the weak pronoun is placed according to the following rules:

1. The weak pronoun goes after the first stressed element in the sentence, In sentences students have learned so far, the first stressed element is:
   a. The subject of the sentence, e.g.,
      hasan ye wror da. "Hasan is his brother."
      hasan is the subject of the sentence.
   b. The direct object, in sentences without expressed subjects, e.g.,
      wror ye pezani. "I know his brother."
      wror is the direct object of the sentence.
   c. The first prepositional phrase, in sentences without expressed subjects, e.g.,
      lə wror sara ye dzəm. "I'm going with his brother."
      lə wror sara is the first (and only) prepositional phrase.
2. In a possessive phrase with **de**, the noun that the **de** phrase modifies is the stressed element, e.g.,
   de wror kara ye dzəm. "I'm going to his brother's house."

kara is modified by **de wror**; it is the first stressed element in the sentence.

"Try it" Exercise 1 (p. 256)
Have students construct sentences along the model provided, first supplying a possessive phrase with **de** (person) (thing), then substituting the appropriate weak pronoun, e.g.,

dā de Gary kitāb da. = **dā ye kitāb da.**
dā de Gary aw Bob moṭar da. = **dā ye moṭar da.**

"Try it" Exercise 2 (p. 256)
Have students construct sentences along the model provided, e.g.,

de bārām khān de zoy num tor da. =
de zoy num ye tor da.

de Gary de plār num Arthur da. =
de plār num ye Arthur da.

de xowunki de wror num najib da. =
de wror num ye najib da., etc.

"Try it" Exercise 3 (p. 256)
Have students follow the model in asking and answering questions about their relatives' names, e.g.

Student A: **de plār num de Robert da?**
Student B: **na, num ye Robert na da. num ye Alex da.**, etc.

"Try it" Exercise 4 (p. 256)
Have students supply information on the whereabouts of their relatives via the model question and answer, e.g.,

Student A: **wror de wos chera da?**
Student B: **pa daftar ke da.**, etc.

Conversation exercises as given in Textbook (p. 257)
1. Each student works up a description of the male relatives in his/her family, providing a little information about each (e.g. name, occupation, whereabouts), and presents his description to the class.

2. Students divide into pairs and ask each other questions about their male family members.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

doyam dars: nor khpəlwān

Lesson 2: More Relatives

Lesson Overview

This lesson presents some of the terminology for female relatives and relatives through the mother's side. The lesson continues the presentation of weak pronouns begun in Lesson 1: the use of the pronouns me, de, ye and mo as direct objects is described, and the order of weak pronouns (and the particle ba) when there are more than one of them in a sentence.

Preparatory

Ask students what day it is, what the date is, and what time it is.

Briefly explain the major elements in a Pashtun wedding: the choice of partners by their families, the engagement, and the wedding itself.

Explain that this lesson continues the presentation of the weak pronouns; in this lesson students will learn how to use the weak pronouns as direct objects and how to order them in sentences.

Teaching Specific Lesson Elements

Review (p. 258)

Remind students of the "rules" for the weak pronouns. Review the listed sentences.

Quickly review the vocabulary for male relatives.

New Vocabulary (p. 259)

Go over each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

agha m. strong pronoun. **aghuy, agha, aghuy**
agha f. strong pronoun. **aghuy, aghe, aghuy**
arwmaru phr.
bəl sabā phr.
de (day) shpa phr.
khwrayay n, m. irreg. **khwrayān, khwrayi, khwrayo/āno**

māmā n, m. irreg. **māmāgān, māmā, māmāgāno**
meṛə n, m2.
myā n, f3.
tayār adj, 1.
ṭərə kəm vb. phr.
trər n, f. irreg. **trayndə, trər, trayndo**
wəraseg- vb. stem.
zṛə me da tse phr.

Additional Vocabulary

ghwāṛ vb. stem
khor n, irreg. **khwayndə, khor, khwayndo**
khpəl adj., 1.
leg- vb. stem
nmasəy n, f2.
rawal- vb. stem (personal endings are stressed.)
_____ ta wādə adj. phr.
_____ ta wadaw- vb. phr.

Weak pronouns used as direct objects and possessives:

1st sg.	**ma**	my, me
2nd sg.	**da**	your, you
3rd sg. & pl.	**ya**	his, hers, its, him, her; their, them
1st & 2nd pl.	**mo**	our, you-all's, us

The kinship terms taught in this lesson are presented on the chart following the vocabulary list. Again, these terms are from Najib's point of view. (The term for "husband" is obviously not possible from Najib's point of view, and so has been left out of the chart.) Point out to students that the term for "uncle" is different, depending on whether one is referring to one's father's brother (**trə**) or one's mother's brother (**māmā**).

Remind students that **tsok** can mean "someone" or "some."

The phrase "ready for x" is said in Pashto as **_____ ta tayār....**

agha is parallel to the pronouns **day**, "he," and **dā**, "she," which students have seen. **day** and **dā** are used when the person referred to is present; **agha** is used when the person referred to is absent.

Explain that the phrase de _____ shpa refers to the night before the day named:

de jume shpa = Thursday evening
de shambe shpa = Friday evening

If students are confused, point out that the phrase parallels English "Christmas Eve" and "New Year's Eve."

Explain that the phrase _____ _____ ta wadaw- expresses the notion of marrying the girl (direct object) to the boy (_____ ta), e.g. de bārām khān nmasay patang ta wadawi, "They are marrying Bārām Khān's granddaughter to Patang."

Dialogue (p. 261)

Set the stage for the dialogue by explaining that the conversation is taking place between Sam and Jamayl during the party Jamayl is having at his kalā. Patang, Jamayl's son, is getting married.

Explain, or if possible have students explain, the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:

pexawər ta tsə wakht khwadzege? When are you setting out for Peshawar?

zɽə me da tse de jume pə wakht wakhwadzegəm. It's my plan to leave on Friday.

de patang wādə de shambe pə shpa da. Patang's wedding is on Friday night.

ərtsə tayār di. Everything is ready.

ləre melmānə həm tsok rā rāsedeli di aw tsok ba ye sabā aw bəl sabā rā wərasegi. The far-away guests and others have already arrived and some [more] will arrive tomorrow and day after tomorrow.

de patang māmāgān, traynde aw nyā ba sabā gharma rā wərasegi. Patang's maternal uncles, aunts and grandmother will arrive tomorrow noon.

de laylā meṛə aw de aghə khpəlwān ba sabā māzdigar rā wərasegi. Laylā's husband and his family will arrive tomorrow afternoon.

de tor khwrayān həm rādzi? Will Tor's nephews also come?

agho ba bəl sabā rāwərasegi. They will arrive day after tomorrow.

de wādə shpa ba dər sara tera kəm. I'll stay with you-all for the night of the wedding.

kho de shambe pə māspəxin arumaru khwadzegəm. But Saturday afternoon I will leave for sure.

Questions on the conversation (p. 262)

Have students answer the questions orally, referring to the conversation for the answers.

Tape presentation (p. 263)

The first part of the tape presentation is the dialogue.

The second part of the tape presentation is a short description of Jarnayl's children and something about Patang's wedding. The text is as follows:

patang de jarnayl zoy da. jarnayl dwa luṇe aw dre nor zaman lari. yaw zoy ye pə amrikā ke da. yaw ye pə kābəl ke tālim kawi aw yaw ye xowunkay da. yawa lur ye de bārām khān zoy ta wādə da. num ye laylā da. de jarnayl bəla lur pə kor ke nasta da. jarnayl de khpəl kəli məshər da.

wos de bārām khān nməsəy patang ta wādawi. dwāṛa koranəy ḍere khushala di. de patang khor, laylā, bikhi khushāla da. wale da bārām khān nməsəy ye məlgərə da aw wos baya ndrər həm si.

Have students listen to the description and then write in their textbooks the required information about Jarnayl's children. Explain, if necessary, that the phrase **pə kor ke nasta da** means that the daughter isn't married yet.

Fluency practice. Tape exercise 1 (p. 264)

This exercise provides practice using the names of relatives. Play it once or twice only. Be sure students understand the meanings of the sentences.

Tape exercise 2 (p. 264)
This exercise provides practice in the use and placement of the weak pronouns. Play it as many times as necessary for students to become comfortable with the sentences. Be sure they understand the meaning of each sentence they say.

Tape exercise 3 (p. 264)
This exercise provides additional practice with the sentences of the dialogue, via simple yes/no questions. Play the exercise as many times as student require to be comfortable providing the answers to the questions.

Further fluency and memory work
Have various combinations of students take the parts of the dialogue, and perform it from memory for the class.

Personalizing the lesson
Have students identify the following relatives in their own families, and make statements like:

khwrayəy lərəm. num ye _____ da.

khwrayəy	plār	məshər wrər	trə
māmā	tərbur	wrər	mandzway wrər
trər	trərzay	nikə	kəshər wrər
wrārə	nyā	khər	trərzəy

Grammar box (p. 265)
The sentences in the box substitute a pronoun for the direct object in the sentence, and show the placement of the pronoun in the sentence. The sentences below the box show the same sentences with other weak pronoun direct objects. Answer any questions students might have about the example sentences.

The order of weak pronouns and the future particle ba is shown. Explain to students that the most common situation in which two weak pronouns will occur side by side is when the subject of the sentence contains a possessive phrase, and the direct object is a weak pronoun. The example sentences illustrate the situation.

If students point out that sentences with two weak pronouns can be ambiguous, e.g.,

plār me ye wror pezani. My father knows his brother. or
His father knows my brother.

point out that in unclear cases a strong pronoun will be used, e.g.,

di aghə plār me wror pezani.

"Try it" Exercise 1 (p. 267)
Have students substitute the appropriate weak pronoun for the underlined direct object. Then have them substitute other weak pronouns that make sense in the sentence, as in the sentences in the grammar box and the example sentences below them.

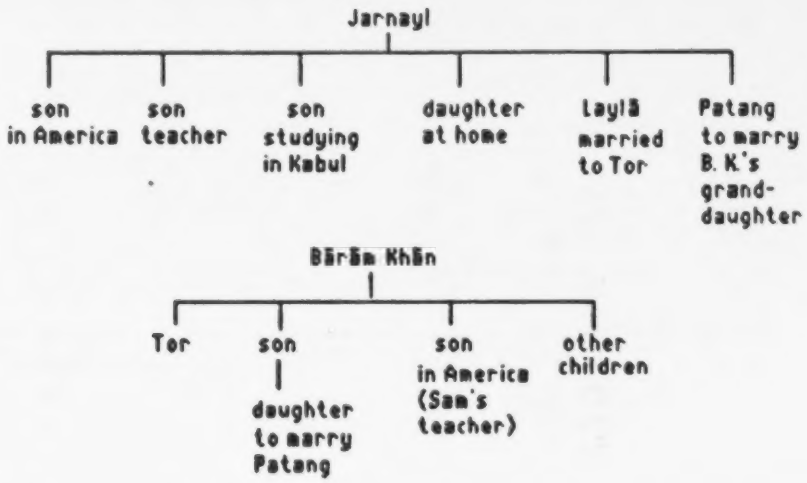
"Try it" Exercise 2 (p. 268)
Have students make additional comments about the people mentioned in the sentences, using weak pronouns.

"Try it" Exercise 3 (p. 268)
Have students ask and answer the model question, substituting various members of Pateng's or his new wife's family.

Conversation exercise as given in Textbook (p. 269)
Each student takes the point of view of one of the members of Jarnayl's family and asks and answers questions about his or her relationship to the other members, e.g., Laylā can ask **tə me wror ye?** or **meṛə me də bārām khān zoy də?**

2. Variation on "Twenty Questions." One student assumes the identity of one of the Logar Pashtuns (or Pashtanas). The other students try to guess who the Pashtun (or Pashtana) is by asking questions about his/her relatives and other aspects of his/her life.

Both exercises are based on the description of Jarnayl's family in the second part of the lesson's Tape Presentation. Students have had further exposure to Jarnayl's family in the Laboratory exercises for the lesson. If necessary, put a chart like the following on the board for students to refer to:



wəma hafta:
de koranəy pə bārā ke khabəre

Unit 7: Talking about Families

dreyam dars: de Sam koranəy

Lesson 3: Sam's Family

Lesson Overview

In this lesson, the kinship terminology students have learned is used to describe American family relationships. The terms **plār, mor, wrər, khor, xədza, meɽə, zoy, lur,** and **trərzay** are focused on. Students are equipped with other words and phrases that they can use in describing their own families.

The presentation of the weak pronouns is completed in this lesson, with the presentation of **rē, dər** and **wər**, the oblique forms.

Preparatory

Ask students what day it is, what the date is, and what time it is.
Explain to students that the topic of the lesson is an expansion of Unit 3, Lesson 2, the lesson in which Sam is asked about his children.

Teaching Specific Lesson Elements

Review (p. 270)

Review the plural and oblique forms of the words listed in the Textbook.

Review the meaning and placement of the weak pronouns in the sentences given in the Textbook.

New Vocabulary (p. 271)

Go over each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

dzān ta phr.
khor n, irreg. **khweyndə, khor, khweyndo**
mālım n, m1.
mālıma n, f. irreg. **mālıma, mālımāna, malımāno**
mor n, irreg. **meyndə, mor, meyndo**
numeg- vb. stem.
_____ sara ne̲zan- vb. phrase.
tanā adv.
xə̲dza n, f1.
zwanday- adj, irreg. masculine forms like Class 2 adjectives; feminine forms like f2 nouns.

Oblique forms of weak pronouns:

1s&p.	rā
2s&p.	dər
3s&p.	wər

Point out that lə _____ sara pezan- means the same as _____ pezan-; both mean "know" or "be acquainted with."

Dialogue (p. 272)

Set the stage for the dialogue by explaining that it takes place at Atiqullah Niazi's house in Kabul. While Sam is talking to Amān, Atiqullah is answering questions from an elderly uncle of his about Sam.

Explain, or if possible have students explain, the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences not glossed are as follows:

dā amrikāyi da? Is that the American?
wo, dā Sam da. Yes, that's Sam.
kābəl ta tanā raghəley da? Did he come to Kabul alone?
wo, tanā raghəley da. Yes, he came by himself.
koranəy ye pə amrikā ke da? Is his family in America?
wo, pə amrikā ke da. Yes, they're in America.
de Sam mor aw plār zwandi di? Are Sam's mother and father alive?
wo, zwandi di. Yes, they're alive.
wāɽə aw xədza ye lə mor aw plār sara wosegi? Do his children and wife live with his mother and father?
na, dzān ta wosegi. No, they live by themselves.
mor aw plār ye tsə kār kawi? What work do his mother and father do?
plār ye mansabdār da aw mor ye mālıma da. His father is a military officer and his mother is a teacher.
de Sam khwaynde aw wruna lə khpəla mor aw plār sara wosegi? Do Sam's sisters and brothers live with their mother and father?
na, tanā yawa khor ye lə mor aw plār sara wosegi. No, only a sister of his lives with them.

Questions on the dialogue (p. 273)

Have students answer the questions orally, referring to the conversation for necessary information.

Tape presentation (p. 274)
The first part of the presentation is the dialogue. The second part is a longer version of the dialogue. The third part is a conversation between Atiqullah's uncle and Sam.

The second and third dialogues contain more information about Sam's family. Play them as many times as necessary for students to fill out the chart in their Textbook.

Fluency practice. Tape exercise 1 (p. 275)
This exercise gives practice in using the oblique forms of the weak pronouns. Play the exercise once only.

Tape exercise 2 (p. 276)
This exercise gives practice in using the plural and oblique forms of the terms for relatives. Play the exercise as many times as students require to become comfortable with the singular/plural alternations.

Further fluency and memory work
Have various combinations of students take the parts of the dialogue and perform it from memory for the class.

Personalizing the lesson
Have students do up a family tree, including the relatives they know well enough to talk about. Label each relative with the appropriate Pashto term, e.g., plār me, mor me, etc.

Grammar box (p. 276)
The sentences in the grammar box demonstrate what happens when a pronoun is substituted for a noun in a prepositional phrase. The following rules obtain:

1. A prepositional phrase with a weak pronoun object comes just before the verb.

2. Prepositions which consist of two elements, e.g. lə _____ sara drop the first element when the object is a weak pronoun.

Point out to students that the second element of the preposition lə ____ na is na with the weak pronouns dər and wər, despite the fact that dər and wər end in consonants.

The sentences under the grammar box sentences show the example sentences with the different oblique weak pronouns, and the concomitant changes in meaning. Details in the sentences are altered so that the sentences make sense. If students question the meaning of **tor lə spina dzi**, point out that the literal translation is "Tor is going [away] from Spin." The use of dz- as "leave" parallels the English meanings of "leave": Tor can be leaving Spin's house (for good), he can be breaking a business relationship, etc.

"Try it" Exercise 1 (p. 277)
Have students conduct mini-dialogues along the lines of the model, e.g.

A: **dā de wrər da?**
B: **wo, dā me wrər da.**
A: **dər sara wosegi?**
B: **na, nə rā sara wosegi.**

A: **dā da tor trə da?**
B: **wo, dā ye trə da.**
A: **wər sara wosegi?**
B: **wo, wər sara wosegi., etc.**

"Try it" Exercise 2 (p. 277)
Have students make additional comments about the person named in the **dā _____ me da** sentences. Continue the exercise with other relative terms.

Further "Try it" Exercise
If there is time, and students are on top of the lesson, show them the following construction and its meaning:

tor lə spina loy da. Tor is bigger than Spin.

Have students make statements about themselves and others on the model, using the adjectives they know and weak pronouns where appropriate, e.g.,

zə wər na wuxyār yəm.
Gary hetskala rā na loy nə da.

Conversation exercise as given in Textbook (p. 278)
Students divide into pairs. One pair member plays the part of Atiqullah's uncle; the other plays him/herself. Atiqullah's uncle asks about the American's family. After practice, the pairs perform their conversation for the class, who comments on the accuracy of the information and the quality of the Pashto.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

tsaloram dars: de bārām khān koranəy

Lesson 4: Bārām Khān's Family

Lesson Overview

In this lesson, new terms for relatives are introduced, and the terms already learned are used in several new contexts. The lesson also teaches the use of the strong and weak possessive pronouns in appropriate contexts.

Preparatory

Ask students what day it is, what the date is, and what time it is.

Tell students that in this lesson, they will learn about Bārām Khān's family. They will also learn to use the strong and weak possessive pronouns appropriately.

Teaching Specific Lesson Elements

Review (p. 279)

Quickly review the forms of the weak pronouns, and the "rules" for their use in sentences.

New Vocabulary (p. 280)

Go over each word with students, making sure they understand the use and meaning of each. Additional grammatical and other information is listed below. Stressed syllables are underlined.

alāwa pə phr.
chā obl. form of **tsok**.
ghaṛay n. m3.
khordza n, f. irreg. **khordze, khordze, khordzo**.
ngor n, f. irreg. **ngaynde, ngaynde, ngayndo**
wrera n, fl.

Students have seen the strong possessive pronouns in previous lessons. The paradigm in the Textbook gives all the forms. Explain that the difference between the **də/de/duy** forms and the **aghə/aghe/agho** forms is that the former are used when the referent is close to the speaker, and the latter are used when the referent is absent.

Dialogue (p. 261)
Set the stage for the dialogue by explaining that it takes place in Peshawar, in between Sam's trips to Afghanistan. Sam is talking to a Pashtun friend of his from Peshawar.

Explain, or if possible have students explain, the sentences and phrases of the dialogue, ensuring that students understand the structure and meaning of each. Idiomatic translations for sentences are as follows:
bārām khān tsok da? Who is Bārām Khān?
bārām khān de logar yaw loy khān da. Bārām Khān is an important khān in Logar.
bārām khān zamən lari? Does Bārām Khān have sons?
wo, tsalor zamən lari. Yes, he has four sons.
de koranəy nor ghaṛi ba ye həm ḍer wi? There must be many other members of his family? (Literally, "The other members of his family will be many?")
wo, koranəy ye bikhi loya da. Yes, his family is really big.
alāwa pə zamənə tsalor luṇe, takhmin las nmasi aw nmasəy, tsalor wruna aw las doles wreruna aw wrere, dre khwaynde aw takhmin atə ka nəhə khwrayi aw khordze lari. Besides the sons, he has four daughters, I guess ten grandsons and granddaughters, four brothers and ten or twelve nephews and nieces, three sisters and I guess eight or nine nieces and nephews.
nor tərbruna aw khpalwān ye həm ḍer di. He has many other distant cousins and relatives. (Literally, "His other distant cousins and relatives are many.")
kho zə ye ḍer nə pezanəm. But I don't know many of them.
ṭol yaw dzāy sara wesegi? Do they all live in one place?
zamən, ngaynde, nmasi, dwa luṇe, dwa wruna aw de agho wāṛə pə yawa kalā ka wər sara wesegi. The sons, daughters-in-law, grandsons, two daughters, two brothers and their children live in one kalā with him.
nor ye dzān ta kalāwe aw kuruna lari. The others live by themselves in kalās and houses.

Questions on the dialogue (p. 261)
Have students answer the questions orally, referring to the conversation for information.

Tape presentation (p. 262)
The first part of the tape presentation is the conversation as given in the Textbook. Play it as many times as students request. The second part is a

fuller conversation between Sam and his Peshawari friend. Go over the questions in the Textbook so that students will know what to listen for, and then play the second part of the presentation as many times as necessary for students to answer the questions. The full text is as follows:

Tsunḍay: afghanıstān ta byā tsə wakht dze?
Sam: dre hafte wruste dzəm.
Tsunḍay: kābal ta dze ka kum bal dzāy ta?
Sam: logar ta dzəm.
Tsunḍay: logar ta ba tsə wakht wərasege?
Sam: de saratān pə shələm ba wərasegəm.
Tsunḍay: alta lə chā sara wosege?
Sam: lə bārām khān sara wosegəm.
Tsunḍay: bārām khān tsok de?
Sam: bārām khān de logar yaw loy khān da.
Tsunḍay: ta ye tsə pezana?
Sam: zoy ye, shānur, pə amrikā ke di mā de paxto mālım wə.
Tsunḍay: shānur wos pə logar ke da?
Sam: na, tər wosa pə amrikā ke da.
Tsunḍay: bārām khān nor zamən həm lari?
Sam: wo, tsalor nor zamən lari.
Tsunḍay: de koranəy nor ghəṛi ba ye həm ḍer wi?
Sam: wo, koranəy ye bikhi loya da. alāwa pə zamano tsalor luṇe, takhmin las nmasi aw nmasəy, tsalor wruna aw las dolas wreruna aw wrera, dre khwaynde aw takhmin atə ka nəhə khwrayi aw khordze lari. nor tərbruna aw khpəlwāna ye həm ḍer di. kho zə ye ḍer na pezanəm.
Tsunḍay: ţol yaw dzāy sara wosegi?
Sam: na. zamən, ngaynde, nmasi aw nmasyāna, dwa luṇe, dwa wruna aw da agho wāṛə pə yawa kalā ke wər sara wosegi. nor ye dzān ta kalāwe aw kuruna lari.

Fluency practice. Tape exercise 1 (p. 263)
This exercise gives students practice in using kinship terminology with strong and weak pronoun possessives. Play it once only.

Tape exercise 2 (p. 263)
This exercise gives practice with the pronouns and kinship terms, grouping them as masculine and feminine counterparts. Play the exercise as many times as students require to become comfortable with the substitutions. Be sure that any adjectives change from masculine to feminine.

Further fluency and memory work
Have various combinations of students take the parts of the dialogue, and perform it from memory for the class.

Possessive Pronouns (p. 284)
Quickly review the strong and weak possessive pronoun forms with students. They have seen these forms before, and should not have difficulty with them. Remind students that the strong forms behave exactly like prepositional phrases with de (they go before the noun they modify).

Students will have a tendency to use the strong pronoun possessives all the time, as they are considerably easier than the weak pronoun possessives. Be sure students understand that the strong possessives carry a definite emphatic meaning and can't successfully be substituted for the weak possessives.

The sentences below the list of pronouns are examples in which the pronouns are used in contrastive and comparative statements. As has been mentioned several times in previous lessons, the use of the strong pronoun forms corresponds fairly closely to the English pronouns given heavy stress; this heavy stress is indicated by the underlined pronoun in the translation.

"Try it" exercise (p. 285)
Have students substitute appropriate names, relative terms, and other elements in the mini-conversations, e.g.,
A: **plār me pə Chicago ke wosegi. di tā plār chera wosegi?**
B: **di mā plār pə Dallas ke wosegi. di tā plār chera wosegi?**, etc.

A: **di də wror tsə kār kawi?**
B: **di də wror spāyi da.**
A: **di de wror tsə kār kawi?**
B: **di de wror mālim da.** etc.

A: **Gary di tā tərbur da?**
B: **na, di mā tərbur nə da. di mā məlgəri da.**

Conversation exercises, as given in Textbook (p. 206)

1. Students conduct a conversation in which they compare family members' ages, whereabouts, and occupations.

In this exercise, encourage students to use both weak and strong posessive forms.

2. Students compare their families (count grandparents, aunts, uncles, cousins, brothers, sisters, sons, daughters, nephews and nieces) and see who has the biggest family.

This can be done in different ways:
a. Each student works up a description of his family and presents it to the class; the class counts the number of relatives; the student with the most relatives wins.
b. Students engage in a conversation in which they compare the number of grandmothers, grandfathers, etc., and arrive at a total number for each student via the comparison.
c. One student (or the teacher) acts as data-gatherer, and asks each other student in turn how many grandmothers, grandfathers, etc., he has; the data-gatherer keeps a tally on the board.

wəma hafta:
de koranəy pə bāra ke khabəre

Unit 7: Talking about Families

pindzam dars: tıkrār

Lesson 5: Review

Lesson Overview

This lesson is a review of terms referring to relatives, of the weak pronouns, and of the strong and weak possessive pronouns..

Preparatory

Ask students what day it is, what time it is, and what the date is.

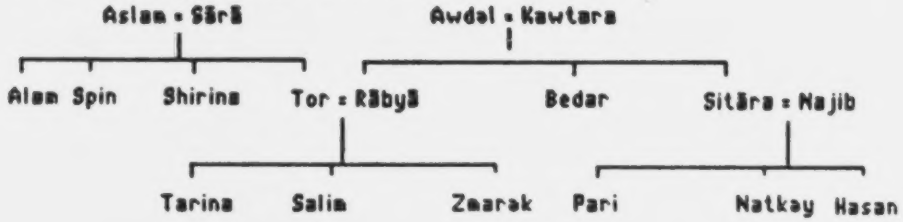
Explain that this is a lesson reviewing the terms for relatives, the weak pronouns, and the strong and weak possessive pronouns.

Teaching Specific Lesson Elements

Vocabulary Review (p. 268)

The terms for relatives which have been covered in the previous four units are listed in the Textbook, grouped in male/female pairs and by relationship (i.e., terms for uncles and aunts, nieces and nephews are grouped together, terms for grandfather, father, son, and grandson are grouped together, etc.). Quickly review the terms and their meanings.

Put the following family tree on the board:



Ask students questions like

tarina de sitāre tsə kegi?
bedār de hasan tsə kegi?
aslam de sārā tsə kegi?

or divide them into pairs and have them question each other.

If students need further review, have them chart the family tree of Bārām Khān or one of the other families covered in the lessons of the Unit.

Listening practice (p. 289)
Play each of the five taped descriptions of families as many times as students request, as they take notes in the space provided in their Textbooks. After each description, have students compare notes; play the description one more time to resolve discrepancies. Answers are given below.

Description 1
Whose family? Jamil Khān's.
How many sons? seven.
How many daughters? six.
How many grandchildren? eight.
Other relatives? not mentioned.
Where do they live? in Kandahar; sons with Jamil Khān; daughters with their husbands.
Other information? three sons are married; the others are not.

Description 2
Whose family? Mahmut Khān's.
How many sons? eight.
How many daughters? two.
How many grandchildren? twenty-five.
Other relatives? nephews.
Where do they live? in the village next to Mahmut Khān's farm.
Other information? It's a big farm; many crops are grown.

Description 3
Whose family? Spogmay and her husband's.
How many sons? three.
How many daughters? one.
How many grandchildren? none.
Other relatives? Spogmay's husband has three brothers and two sisters.
Where do they live? in a village in Logar.
Other information? the children play with their uncles, aunts and cousins every day. The oldest son is seven; the middle son is five; the youngest son is two. The daughter is three.

Description 4
Whose family? Laylā's father's.
How many sons? two.
How many daughters? four.
How many grandchildren? none
Other relatives? Laylās grandmother and grandfather; two uncles.
Where do they live? not mentioned
Other information? Laylā often visits her aunts.

Description 5
Whose family? Jabar Khān's.
How many sons? five.
How many daughters? two.
How many grandchildren? not mentioned.
Other relatives? Jabar has three brothers.
Where do they live? in Spin Kalī, a village in Wuruzgān.
Other information? Jabar is head man in the village. Most of the people in the village are Jabar's relatives.

Suggestions for giving Quiz

Beforehand, duplicate copies of Quiz sheets.

Scoring suggestions:
A. Give up to eight points for each sentence. Take off points for grammatical errors, vocabulary mistakes; add points for correct use of weak pronouns.

B. Give two points for each correct relative term. Subtract points in general for grammatical errors in sentences.

Key
A. Sentences determined by individual student circumstances.

B.
1. aslam də tor plār da.
2. tor də kawtərə zum da.
3. bedār də salim māmā da.
4. natkəy də bedār khordzə da.
5. aslam də salim nikə da.
6. hasan də najib zoy da.
7. hasan də bedār khwrəyəy da.
8. sārā də tor nyā da.
9. sitārə də awdəl lur da.
10. salim də aslam nməsəy da.

Pashto **Name** _____

Unit 7 Quiz **Date** _____

A. Write ten sentences describing the members of your family.

_____

_____

_____

_____

_____

_____

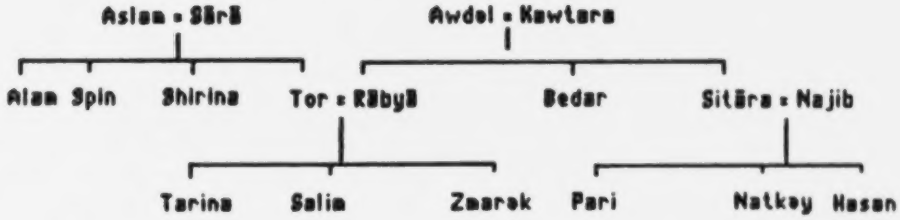
_____

_____

_____

_____

B.



Write answers to the following questions.

1. aslam de tor tsə kegi?

_____

2. tor de kawtara tsə kegi?

_____

3. bedār de salim tsə kegi?

_____

4. natkay de bedār tsə kegi?

_____

5. aslam de salim tsə kegi?

_____

6. hasan de najib tsə kegi?

_____

7. hasan de bedār tsə kegi?

_____

8. sārā de tor tsə kegi?

_____

9. sitāra de awdəl tsə kegi?

_____

10. salim de aslam tsə kegi?

_____